[illegible]

Ontario Student Achievement

English-Language Students

2008
2009

EQAO's Provincial Report on the Results of the 2008–2009 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), and the Grade 9 Assessment of Mathematics

Education Quality and
Accountability Office

EQAO

Ontario Student Achievement

EQAO's Provincial Report on the Results of the 2008–2009 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), and the Grade 9 Assessment of Mathematics

English-Language Students

© 2009 Queen's Printer for Ontario

ISBN: 978-1-4435-0745-5 (online)
ISBN: 978-1-4435-0744-8 (print)
ISSN: 1920-3535 (online)
ISSN: 1920-3527 (print)

Message from the Chair

Brian L. Desbiens
Chair, Board of Directors

Legendary entrepreneur and philanthropist George Peabody once said that education is a debt due from the present to future generations. That statement is as true in the 21st century as when it was uttered in the 19th century.

While there is much more to a full, well-rounded education than reading, writing and mathematics, it has long been recognized that these skills are at the foundation of all learning and are critical to an individual's success, both in school and beyond. Moreover, success in math and literacy fosters a sense of self-esteem and self-confidence for all students. On the other hand, not being a successful learner has a tremendous impact on a person's perception of his or her self-worth, not to mention the real liability it becomes for one's entire life.

For the past 12 years, EQAO assessments have been providing an essential foundation of data that educators, policy makers and parents rely on to gauge and support student progress. By assessing all students in key grades and providing meaningful data about student achievement in relation to a common provincial standard, EQAO has helped create an evidence-based culture of learning throughout the publicly funded school system. This culture has been driving thoughtful reflection and deliberate action, which has led to measureable improvements in student learning all across the province.

EQAO isn't just about testing; it's about using evidence to create tools to support effective learning. As detailed in the pages of this report, educators regularly use the provincial assessment results as a tool to evaluate their delivery of the provincial curriculum. Of the elementary principals surveyed this year, virtually all of them (95%) said they used the previous year's EQAO achievement results to guide school improvement initiatives for reading, writing and math. More than three-quarters of Grade 3 teachers (78%) said they used student and school achievement results to identify areas of strength and areas for improvement in the reading, writing and mathematics programs. Clearly, the provincial assessments have become a fundamental resource for educators across Ontario.

Each year, EQAO goes further in mining its data to provide even more useful insights into student learning. For example, this year, in addition to tracking groups of students as they progressed from Grade 3 to Grade 6, we have also followed students as they progressed from Grade 6 to Grade 9. These analyses provide valuable insights for the Ministry of Education and, indeed, all educators. The tracking of student cohorts will help focus attention on the curriculum and instructional programs that support students as they transition from one division to the next and from elementary school to secondary.

The value of the provincial assessments goes well beyond taking a snapshot of student achievement. The true value emerges when the information is used at the local level to support effective teaching and learning. While EQAO is only one part of the assessment picture, it is an important one. Ultimately, it is the student who is at the centre of this picture, and doing our utmost to support his or her learning is part of our collective debt to the future generation.

Brian Desbiens

Brian L. Desbiens
Chair, Board of Directors

Message from the CEO

Marguerite Jackson
Chief Executive Officer

On behalf of EQAO, I am pleased to present the results of the 2008–2009 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), and the Grade 9 Assessment of Mathematics.

This year's results show steady improvement in most grades and subjects over the past five years. In the English-language school system, there have been a few notable year-to-year gains in Grade 6 reading and Grade 9 applied mathematics.

EQAO has also tracked the achievement of cohorts of students as they moved from Grade 3 to Grade 6 and Grade 6 to Grade 9 from 2006 to 2009. A new section of this report includes this analysis and shows that the majority of students either maintained their achievement of the provincial standard or improved to meet it from one assessment to the next. However, the data also point to a large number of students who did not meet the standard in the earlier grades and did not catch up three years later.

EQAO results are a vital component in the evaluation of student achievement. They are an independent gauge of how well students are meeting the reading, writing and mathematics expectations defined in *The Ontario Curriculum*, and are the only tool for assessing achievement in relation to a common provincial standard. Based on these results, the educators at EQAO have put together a series of strategies for improvement, which teachers and principals may find useful to help students better develop and demonstrate their knowledge and skills in reading, writing and mathematics.

This report once again includes profiles of schools that are using EQAO data as evidence that contributes to their improvement planning. The schools profiled are at various stages in their journey of learning, but all are representative of the dedicated school communities right across Ontario. The schools are notable for their demonstration of leadership, proactive initiatives, positive attitude and sincere efforts to help every child succeed. These schools have adopted an action plan based on their unique individual circumstances and actively work toward improved student outcomes.

The dedication of Ontario's educators is a constant source of inspiration for this agency. We take pride in the service and support we provide to all those who have the success of our young people at heart. We remain committed to providing evidence that will assist efforts to ensure that all students will benefit from a high-quality education.

Marguerite Jackson

Marguerite Jackson
Chief Executive Officer

Board of Directors

Brian L. Desbiens, **Chair**

Jerry Ponikvar, **Vice-Chair**

Evelyn Bradley

Hélène Chayer

Dave Cooke

Lorna Earl

Marilyn Knox

Anita Kesavan Srinivasan

Janet Wilkinson

Bette M. Stephenson, **Director Emeritus**

Marguerite Jackson, **Chief Executive Officer**

Contents

Results at a Glance: Primary and Junior Divisions 1
Primary Division—Comparison of Results over Time 2
Junior Division—Comparison of Results over Time 3
Cohort Tracking from Grade 3 to Grade 6 4
Results at a Glance: Grade 9 5
Grade 9 Academic Mathematics—Comparison of Results over Time 6
Cohort Tracking from Grade 6 to Grade 9 Academic Mathematics 7
Grade 9 Applied Mathematics—Comparison of Results over Time 8
Cohort Tracking from Grade 6 to Grade 9 Applied Mathematics 9
Trends: Primary Division Assessment of Reading, Writing and Mathematics 11
Contextual Information and Participation in the Assessment 12
Student Questionnaire Data 14
Teacher Questionnaire Data 16
Principal Questionnaire Data 18
Trends in Reading 19
Trends in Writing 20
Trends in Mathematics 21
Trends by Gender 22
Trends for English Language Learners 23
Trends for Students with Special Education Needs (excluding gifted) 24
Trends: Junior Division Assessment of Reading, Writing and Mathematics 25
Contextual Information and Participation in the Assessment 26
Student Questionnaire Data 28
Teacher Questionnaire Data 30
Trends in Reading 32
Trends in Writing 33
Trends in Mathematics 34
Trends by Gender 35
Trends for English Language Learners 36
Trends for Students with Special Education Needs (excluding gifted) 37
Summary of Findings: Primary and Junior Divisions 38
Strategies for Success: Primary and Junior Divisions 39
Case Studies: School Success Stories—Primary and Junior Divisions 63
Trends: Grade 9 Assessment of Mathematics 91
Trends: Grade 9 Academic Mathematics—Contextual Information and Participation in the Assessment 93
Student Questionnaire Data 94
Teacher Questionnaire Data 95
Trends by Gender 96
Trends for English Language Learners 98
Trends for Students with Special Education Needs (excluding gifted) 99
Trends: Grade 9 Applied Mathematics—Contextual Information and Participation in the Assessment 101
Student Questionnaire Data 102
Teacher Questionnaire Data 103
Trends by Gender 104
Trends for English Language Learners 106
Trends for Students with Special Education Needs (excluding gifted) 107
Summary of Findings: Grade 9 108
Strategies for Success: Grade 9 109
Case Studies: School Success Stories—Grade 9 117
Appendices 133
    The EQAO Assessment Process 133
    About the Education Quality and Accountability Office 135
    Explanation of Terms 136
Board Results 137

Results at a Glance:
Primary and Junior Divisions

Primary Division

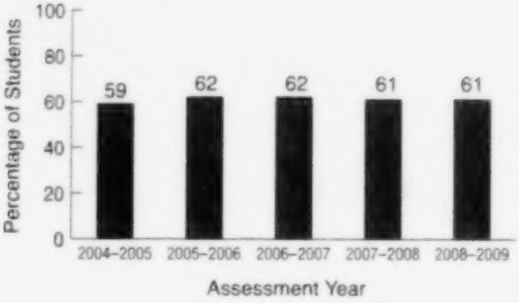
Comparison of Results over Time*

Percentage of all Grade 3 students at or above the provincial standard

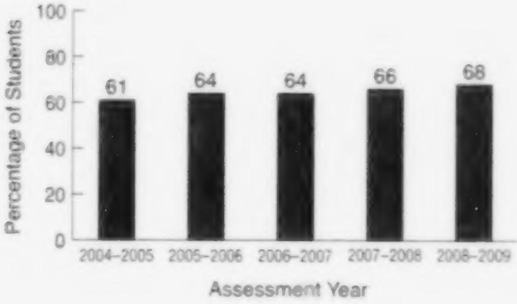
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	135 740	132 782	131 012	128 660	125 481
READING	59%	62%	62%	61%	61%
WRITING	61%	64%	64%	66%	68%
MATHEMATICS	66%	68%	69%	68%	70%

* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

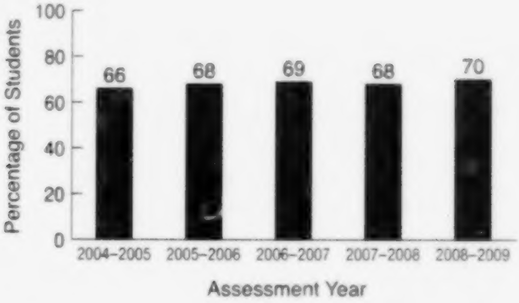
Reading



Writing



Mathematics



Observations

- There has been an increase of two percentage points since last year in the percentage of Grade 3 students performing at or above the provincial standard in writing (to 68%) and mathematics (to 70%).
- The percentage of students performing at or above the provincial standard in reading (61%) has remained the same since last year.
- Over the past five years, the percentage of students performing at or above the provincial standard has increased by two percentage points in reading, seven percentage points in writing and four percentage points in mathematics.

Junior Division

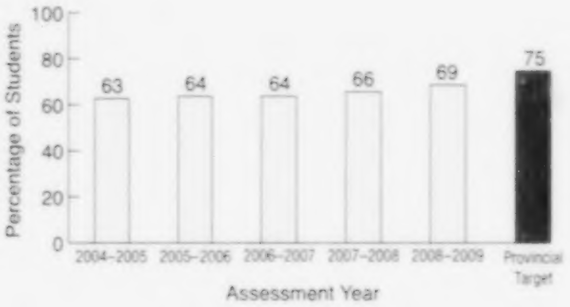
Comparison of Results over Time*

Percentage of all Grade 6 students at or above the provincial standard

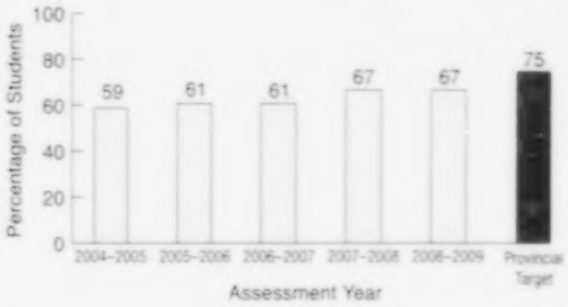
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	143 421	146 711	145 901	140 420	136 076
READING	63%	64%	64%	66%	69%
WRITING	59%	61%	61%	67%	67%
MATHEMATICS	60%	61%	59%	61%	63%

* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

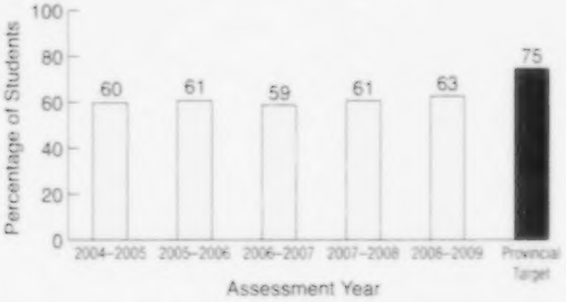
Reading



Writing



Mathematics



Observations

- There has been an increase of three percentage points (to 69%) since last year in the percentage of students performing at or above the provincial standard in reading.
- There has been an increase of two percentage points (to 63%) since last year in the percentage of students performing at or above the provincial standard in mathematics.
- The percentage of students performing at or above the provincial standard in writing (67%) has remained the same since last year.
- Over the past five years, the percentage of students performing at or above the provincial standard has increased by six percentage points in reading, eight percentage points in writing and three percentage points in mathematics.

Cohort Tracking from Grade 3 to Grade 6

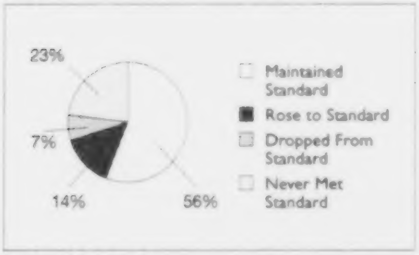
TRACKING THE PROGRESS OF STUDENTS PROVIDES NEW INSIGHTS

EQAO tracked the progress of students who wrote the primary-division assessment in 2006, when they were in Grade 3, and the junior-division assessment in 2009, when they were in Grade 6.

Tracking Student Achievement of the Provincial Standard

The graphs below show how students performed on the 2009 assessments compared to their assessment results in 2006. The percentages are based on all the students EQAO was able to track from one assessment to the next, including those who were exempted and those who provided no work to be scored.

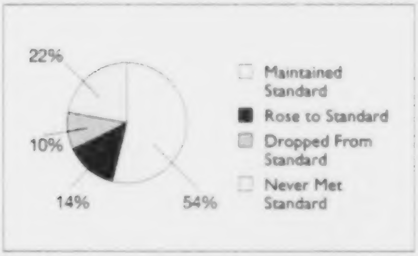
From Grade 3 Reading in 2006 to Grade 6 Reading in 2009



The reading results for the 121 623 students in the cohort are as follows:

- 56% (67 738) met the provincial standard in Grade 3 and Grade 6;
- 14% (17 622) did not meet the standard in Grade 3 but met it in Grade 6;
- 7% (8896) met the standard in Grade 3 but did not meet it in Grade 6 and
- 23% (27 367) did not meet the standard in Grade 3 or Grade 6.

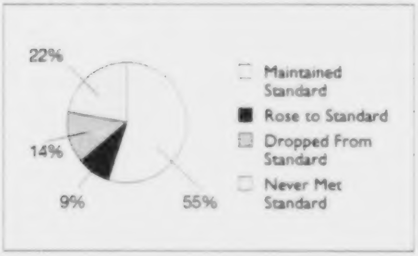
From Grade 3 Writing in 2006 to Grade 6 Writing in 2009



The writing results for the 121 629 students in the cohort are as follows:

- 54% (65 829) met the provincial standard in Grade 3 and Grade 6;
- 14% (16 883) did not meet the standard in Grade 3 but met it in Grade 6;
- 10% (12 590) met the standard in Grade 3 but did not meet it in Grade 6 and
- 22% (26 327) did not meet the standard in Grade 3 or Grade 6.

From Grade 3 Mathematics in 2006 to Grade 6 Mathematics in 2009



The mathematics results for the 124 597 students in the cohort are as follows:

- 55% (68 387) met the provincial standard in Grade 3 and Grade 6;
- 9% (10 658) did not meet the standard in Grade 3 but met it in Grade 6;
- 14% (17 829) met the standard in Grade 3 but did not meet it in Grade 6 and
- 22% (27 723) did not meet the standard in Grade 3 or Grade 6.

Results at a Glance:
Grade 9

Grade 9 Academic Mathematics

Comparison of Results over Time*†

Percentage of all students at each level: Grade 9 academic mathematics

[illegible]	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	104 100	103 412	103 011	100 823	100 992
Level 4	6%	6%	6%	8%	8%
Level 3	62%	65%	64%	68%	69%
Level 2	19%	17%	18%	16%	15%
Level 1	10%	9%	9%	7%	6%
Below Level 1	1%	1%	1%	1%	<1%
No Data	1%	1%	2%	1%	1%
Exempt‡	<1%	<1%	N/A§	N/A	N/A
At or Above the Provincial Standard**	68%	71%	71%	75%	77%

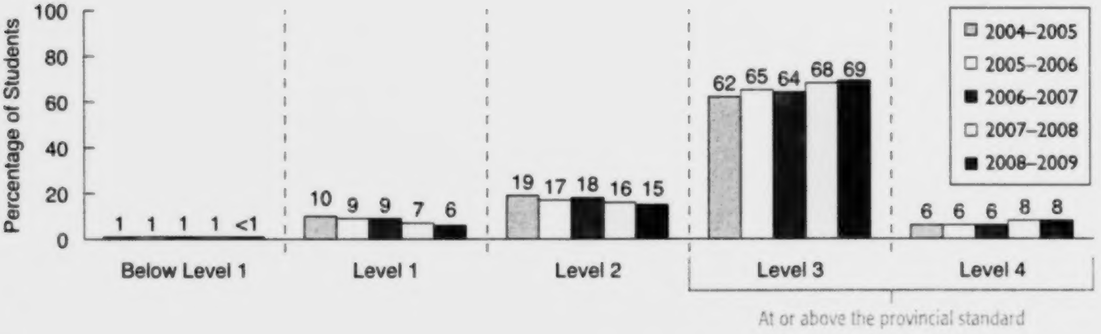
* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

‡ After 2006–2007, exemptions have not been permitted.

§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



Observations

- There has been an increase of two percentage points (to 77%) since last year in the percentage of students performing at or above the provincial standard in academic mathematics.
- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased by nine percentage points, from 68% to 77%.

Cohort Tracking from Grade 6 to Grade 9 Academic Mathematics

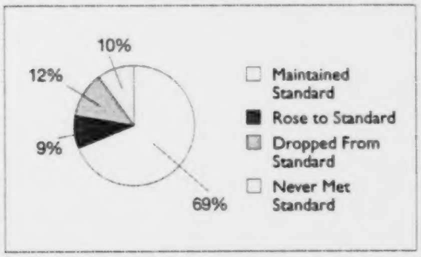
TRACKING THE PROGRESS OF STUDENTS PROVIDES NEW INSIGHTS

EQAO tracked the progress of students who wrote the mathematics component of the junior-division assessment in 2006 and the Grade 9 Assessment of Mathematics in 2009.

Tracking Student Achievement of the Provincial Standard

The graph below shows how students performed on the 2009 assessment compared to their assessment results in 2006. The percentages are based on all the students EQAO was able to track from one assessment to the next, including those who provided no work to be scored and those who were exempted in Grade 6.

From Grade 6 Mathematics in 2006 to Grade 9 Academic Mathematics in 2009



The mathematics results for the 88 583 students in the cohort are as follows:

- 69% (61 116) met the provincial standard in Grade 6 and Grade 9;
- 9% (8219) did not meet the standard in Grade 6 but met it in Grade 9;
- 12% (10 388) met the standard in Grade 6 but did not meet it in Grade 9 and
- 10% (8860) did not meet the standard in Grade 6 or Grade 9.

Grade 9 Applied Mathematics

Comparison of Results over Time[*][†]

Percentage of all students at each level: Grade 9 applied mathematics

	2004–2005	2005–2006[‡]	2006–2007	2007–2008	2008–2009
Number of Students	51 155	50 687	49 056	47 817	48 482
Level 4	<1%	5%	5%	5%	5%
Level 3	26%	31%	30%	29%	33%
Level 2	37%	34%	36%	36%	35%
Level 1	19%	14%	14%	15%	14%
Below Level 1	10%	7%	7%	8%	7%
No Data	6%	8%	9%	7%	6%
Exempt[§]	1%	2%	N/A[**]	N/A	N/A
At or Above the Provincial Standard[††]	27%	35%	35%	34%	38%

[*] Refer to the EQAO Web site (www.eqao.com) for data from previous years.

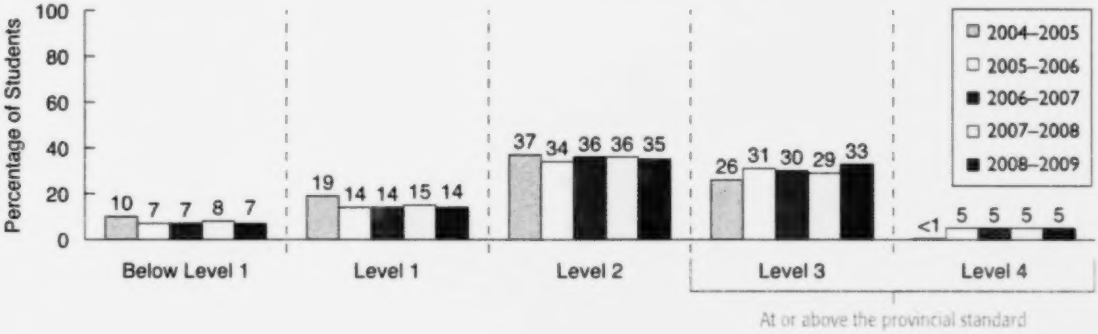
[†] Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

[‡] Note that significant revisions were made to applied mathematics courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

[§] After 2006–2007, exemptions have not been permitted.

[**] In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

[††] These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



Observations

- There has been an increase of four percentage points (to 38%) since last year in the percentage of students performing at or above the provincial standard in applied mathematics.
- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by 11 percentage points, from 27% to 38%.

Cohort Tracking from Grade 6 to Grade 9 Applied Mathematics

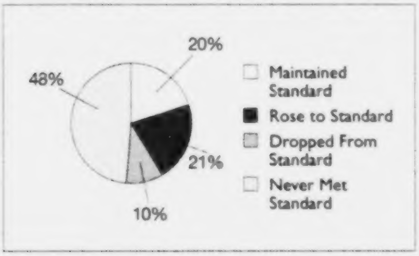
TRACKING THE PROGRESS OF STUDENTS PROVIDES NEW INSIGHTS

EQAO tracked the progress of students who wrote the mathematics component of the junior-division assessment in 2006 and the Grade 9 Assessment of Mathematics in 2009.

Tracking Student Achievement of the Provincial Standard

The graph below shows how students performed on the 2009 assessments compared to their assessment results in 2006. The percentages are based on all the students EQAO was able to track from one assessment to the next, including those who provided no work to be scored and those who were exempted in Grade 6.

From Grade 6 Mathematics in 2006 to Grade 9 Applied Mathematics in 2009



The mathematics results for the 36 529 students in the cohort are as follows:

- 20% (7326) met the provincial standard in Grade 6 and Grade 9;
- 21% (7809) did not meet the standard in Grade 6 but met it in Grade 9;
- 10% (3829) met the standard in Grade 6 but did not meet it in Grade 9 and
- 48% (17 565) did not meet the standard in Grade 6 or Grade 9.

Trends: Primary Division Assessment of Reading, Writing and Mathematics

Contextual Information and Participation in the Assessment*

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

CONTEXTUAL INFORMATION	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
ALL GRADE 3 STUDENTS	135 740	132 782	131 012	128 660	125 481
GENDER					
Female	48%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS					
English language learners†	7%	6%	8%	8%	9%
Students with special education needs (excluding gifted)†	11%	12%	13%	13%	15%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
First language learned at home was other than English	20%	18%	17%	20%	22%
Speak only or mostly English	80%	79%	79%	80%	79%
Speak another language (or other languages) as often as English	11%	12%	12%	12%	12%
Speak only or mostly another language (or other languages)	8%	8%	8%	8%	8%
PLACE OF BIRTH					
Born outside Canada	11%	10%	11%	11%	11%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	2%	2%	2%	2%	2%
In Canada three years or more	7%	6%	6%	7%	7%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading§	94%	94%	95%	95%	95%
Students participating in writing§	94%	94%	95%	96%	96%
Students participating in mathematics§	95%	95%	95%	96%	96%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire.

§ Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

Observations

- Over the past five years, the characteristics of the Grade 3 cohort have remained relatively stable. However, during the same period, the following changes have occurred:
  - The number of students enrolled in Grade 3 has been declining.
  - Over the past four years, there has been an increase of three percentage points in the percentage of Grade 3 students who were English language learners.
  - Since last year, there has been an increase of two percentage points in the percentage of Grade 3 students who had special education needs.
  - Over the past three years, there has been a steady increase in the percentage of Grade 3 students whose first language learned at home was other than English.
  - Since last year, there has been a slight decrease of one percentage point in the percentage of students who speak only or mostly English at home.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	**2004–2005**		**2005–2006**		**2006–2007**		**2007–2008**		**2008–2009**	
Number of Grade 3 students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	63 767*	65 759*	61 875*	63 734*	61 379*	63 145*	60 168*	62 460*	58 867*	60 963*
STUDENT QUESTIONNAIRE—READING										
Percentage of students who answered "yes"† to the following statements:										
I am a good reader.	68%	63%	68%	64%	70%	66%	69%	65%	69%	65%
I like to read.	68%	51%	67%	50%	67%	50%	68%	51%	69%	53%
I read by myself at home.	61%	56%	61%	57%	61%	57%	60%	56%	61%	57%
I read with someone older than me at home.	16%	18%	15%	17%	15%	17%	15%	17%	14%	16%
STUDENT QUESTIONNAIRE—WRITING										
Percentage of students who answered "yes"† to the following statements:										
I am a good writer.	56%	44%	57%	45%	58%	45%	56%	43%	55%	42%
I like to write.	61%	47%	61%	46%	61%	45%	59%	43%	60%	43%
I write by myself at home.	61%	53%	62%	52%	61%	52%	59%	51%	59%	50%
Someone older than me helps me with my writing at home.	16%	19%	16%	18%	15%	18%	15%	19%	14%	18%
STUDENT QUESTIONNAIRE—MATHEMATICS										
Percentage of students who answered "yes"† to the following statements:										
I am good at mathematics.	45%	61%	46%	61%	46%	61%	45%	60%	46%	60%
I like mathematics.	56%	63%	56%	62%	54%	60%	55%	61%	57%	61%
I use mathematics to solve problems outside school.	36%	36%	36%	36%	34%	34%	32%	32%	31%	32%
Someone older than me helps me with my mathematics at home.	31%	25%	30%	25%	30%	25%	30%	25%	28%	24%

* Includes only those students for whom gender data were available.

† Students were given a choice of "yes," "sometimes" or "no."

Observations

- A larger percentage of female than male Grade 3 students indicated each of the following: that they like reading, that they like writing, that they are good readers and that they are good writers.
- A larger percentage of male than female Grade 3 students indicated each of the following: that they like mathematics and that they are good at mathematics.
- Since 2006–2007, there have been increases of three percentage points in the percentage of male Grade 3 students and two percentage points in the percentage of female Grade 3 students who indicated that they like to read.
- Since 2006–2007, the percentages of male and female Grade 3 students who indicated that they like to write have decreased slightly.
- Since 2006–2007, there have been increases of one percentage point in the percentage of male Grade 3 students and three percentage points in the percentage of female Grade 3 students who indicated that they like mathematics.
- Since 2004–2005, the percentages of male and female Grade 3 students who indicated that they use mathematics to solve problems outside school have decreased.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Grade 3 teachers who completed the questionnaire	6795	7270	7849	8608	8613
USE OF EQAO DATA*					
Percentage of teachers who indicated that they use student and school EQAO achievement results and questionnaire data from the Assessment of Reading, Writing and Mathematics, Primary Division, to do the following:					
Identify how well students are meeting the expectations in the curriculum	53%	55%	60%	64%	63%
Identify areas of strength and areas for improvement in the Grade 3 reading, writing and mathematics program	68%	68%	76%	79%	78%
Inform Grade 3 reading, writing and mathematics program planning	48%	50%	59%	66%	67%
USE OF TEACHING AND ASSESSMENT RESOURCES—READING AND WRITING*					
Percentage of teachers who indicated that they use the following resources *often* or *sometimes* when teaching and assessing students' achievement in reading and writing:					
Classroom reading material (e.g., textbooks)	97%	97%	97%	97%	97%
Library or resource-centre language materials, including print and audiovisual	80%	80%	82%	83%	83%
Language instruction materials developed by them or by other teachers in their school	87%	88%	89%	90%	91%
Language instruction materials developed by their board or by other boards	82%	83%	83%	82%	80%
Language-related computer software	52%	53%	55%	54%	56%

* This is a sample of the uses that teachers were questioned about.

Observations

- Over the past five years, the percentages of Grade 3 teachers who indicated that they use student and school EQAO achievement results and questionnaire data for the three activities listed in the table above have increased by between 10 and 19 percentage points.
- Over the past five years, the percentage of Grade 3 teachers who indicated that they often or sometimes use each of the following types of resources has increased: library or resource-centre language materials, language instruction materials they or other teachers in the school have developed and language-related computer software.

Teacher Questionnaire Data *continued*

TEACHER QUESTIONNAIRE	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Grade 3 teachers who completed the questionnaire	6795	7270	7849	8608	8613
USE OF TEACHING AND ASSESSMENT RESOURCES—MATHEMATICS*					
Percentage of teachers who indicated that they use the following resources *often* or *sometimes* when teaching and assessing students' achievement in mathematics:					
Mathematics textbooks and/or workbooks	94%	94%	94%	94%	93%
Mathematics manipulatives	97%	97%	97%	97%	97%
Library or resource-centre mathematics materials, including print and audiovisual	57%	60%	62%	61%	63%
Mathematics instruction materials developed by them or by other teachers in their school	84%	84%	84%	86%	85%
Mathematics instruction materials developed by their board or by other boards	72%	73%	72%	N/A†	69%
Mathematics-related computer software developed by the Ministry of Education	38%	40%	41%	40%	39%
Commercial mathematics-related computer software	44%	45%	46%	45%	46%

* This is a sample of the uses that teachers were questioned about.

† Data not available, due to a formatting error on the questionnaire.

Observation

- The percentages of Grade 3 teachers who indicated that they often or sometimes use the resources listed in the table above when teaching and assessing students' achievement in mathematics have remained relatively constant over the past five years, with the exeption of the percentage reporting use of library or resource-centre mathematics materials, which has been increasing.

Principal Questionnaire Data

PRINCIPAL QUESTIONNAIRE: PRIMARY AND JUNIOR DIVISIONS	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of principals who completed the questionnaire	3424	3440	3468	3491	3478
USE OF EQAO DATA*					
Percentage of principals who indicated that they use the previous year's EQAO achievement results and questionnaire data for their school to do the following:					
Identify how well students are meeting the expectations in the curriculum	86%	86%	90%	90%	91%
Communicate with parents about student achievement	80%	76%	77%	77%	77%
Communicate with teachers about student achievement	91%	90%	94%	94%	95%
Support the acquisition of resources and identify where resources are needed	71%	71%	75%	73%	71%
Support a change in teaching practices	71%	77%	86%	88%	88%
Guide school improvement initiatives for reading, writing and mathematics	92%	91%	93%	94%	95%

* This is a sample of the uses that principals were questioned about.

Observation

- More than 90% of principals indicated that they use the previous year's EQAO achievement results and questionnaire data for their school to do each of the following:
  - identify how well students are meeting the expectations in the curriculum;
  - communicate with teachers about student achievement and
  - guide school improvement initiatives for reading, writing and mathematics.

Trends in Reading*

Percentage of all Grade 3 students at each level in reading

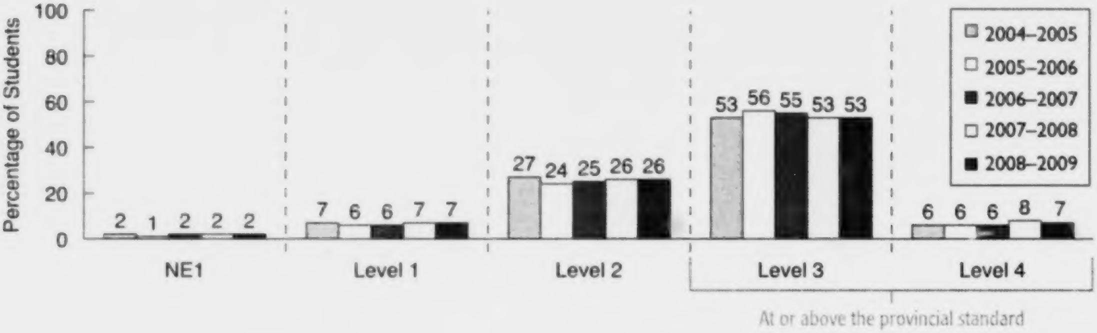
[illegible]	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	132 667	129 630	127 618	125 088	121 787
Level 4	6%	6%	6%	8%	7%
Level 3	53%	56%	55%	53%	53%
Level 2	27%	24%	25%	26%	26%
Level 1	7%	6%	6%	7%	7%
NE1†	2%	1%	2%	2%	2%
No Data	1%	1%	1%	1%	1%
Exempt	5%	5%	4%	4%	4%
At or Above the Provincial Standard‡	59%	62%	62%	61%	61%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Reading



Observations

- In 2008–2009, the percentage of Grade 3 students performing at or above the provincial standard in reading (61%) remained the same as the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in reading has increased by two percentage points.

Trends in Writing*

Percentage of all Grade 3 students at each level in writing

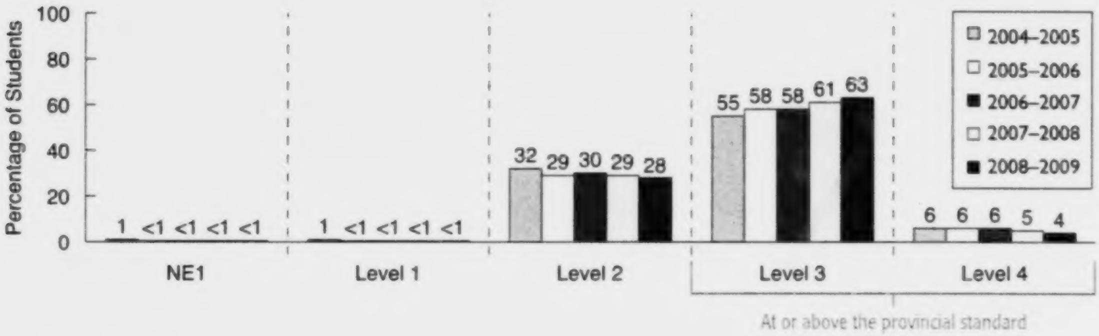
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	132 667	129 630	127 618	125 088	121 788
Level 4	6%	6%	6%	5%	4%
Level 3	55%	58%	58%	61%	63%
Level 2	32%	29%	30%	29%	28%
Level 1	1%	<1%	<1%	<1%	<1%
NE1†	1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	5%	5%	4%	3%	3%
At or Above the Provincial Standard‡	61%	64%	64%	66%	68%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Writing



Observations

- In 2008–2009, there was an increase of two percentage points (to 68%) in the percentage of Grade 3 students performing at or above the provincial standard in writing over the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has increased by seven percentage points.

Trends in Mathematics*

Percentage of all Grade 3 students at each level in mathematics

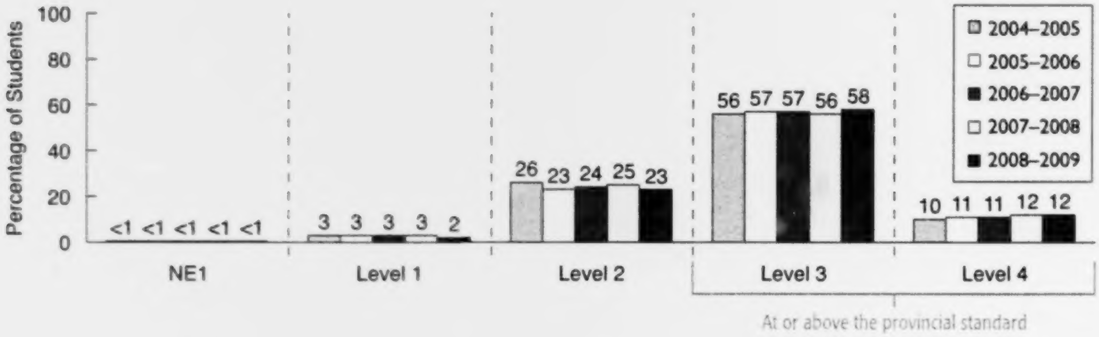
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	135 740	132 782	130 996	128 659	125 464
Level 4	10%	11%	11%	12%	12%
Level 3	56%	57%	57%	56%	58%
Level 2	26%	23%	24%	25%	23%
Level 1	3%	3%	3%	3%	2%
NE1[†]	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	4%	3%	3%	3%
At or Above the Provincial Standard[‡]	66%	68%	69%	68%	70%

[*] Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

[†] See the Explanation of Terms.

[‡] These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Mathematics



Observations

- In 2008–2009, there was an increase of two percentage points (to 70%) in the percentage of Grade 3 students performing at or above the provincial standard in mathematics over the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has increased by four percentage points.

Trends by Gender*

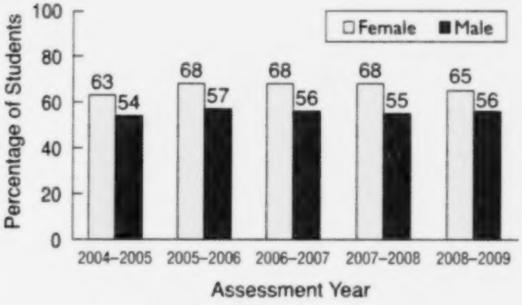
Percentage of all Grade 3 students at or above the provincial standard

	2004–2005				2005–2006				2006–2007				2007–2008				2008–2009			
Gender	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Students†	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	63 841	63%	67 305	54%	62 836	68%	66 742	57%	61 875	68%	65 728	56%	60 445	68%	64 642	55%	58 888	65%	62 899	56%
WRITING	63 841	68%	67 305	54%	62 836	72%	66 742	56%	61 875	73%	65 728	56%	60 445	74%	64 642	59%	58 889	75%	62 899	61%
MATHEMATICS	65 604	66%	68 592	66%	64 668	68%	68 062	69%	63 821	69%	67 160	68%	62 501	69%	66 157	67%	60 985	72%	64 479	69%

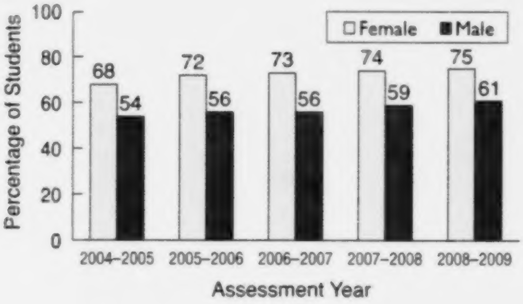
* Results by gender include only those students for whom gender data were available.

† Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

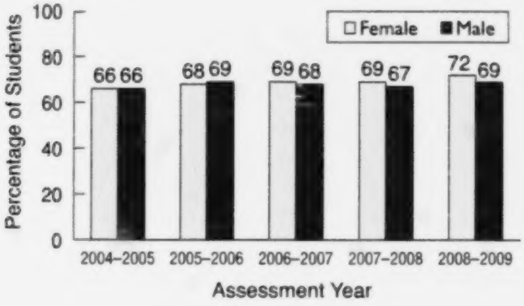
Reading



Writing



Mathematics



Observations

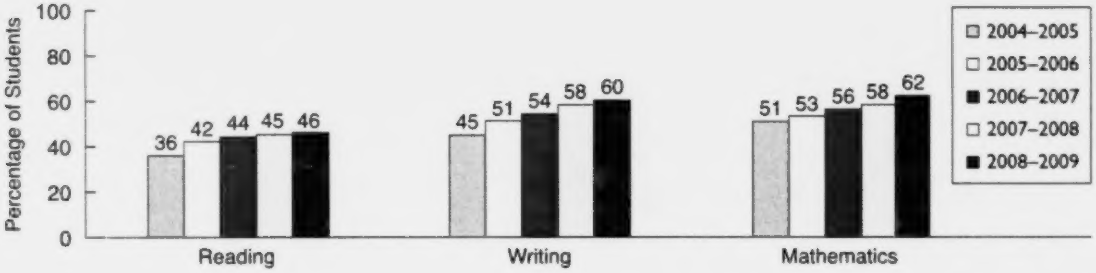
- In 2008–2009, a larger percentage of female than male Grade 3 students performed at or above the provincial standard in each of the three subjects: reading—females 65%, males 56%; writing—females 75%, males 61%; mathematics—females 72%, males 69%.
- The gender gap has been in favour of female students in reading and writing over the past five years, and in mathematics over the past three years.
- Since 2007–2008, the gender gap has decreased by four percentage points in reading and one percentage point in writing; it has increased by one percentage point in mathematics.

Trends for English Language Learners*

Percentage of all Grade 3 English language learners at or above the provincial standard

	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	8862	36%	7770	42%	10 107	44%	9775	45%	11 229	46%
WRITING	8862	45%	7770	51%	10 107	54%	9775	58%	11 229	60%
MATHEMATICS	8875	51%	7779	53%	10 116	56%	9848	58%	11 278	62%

* See the Explanation of Terms.



Observations

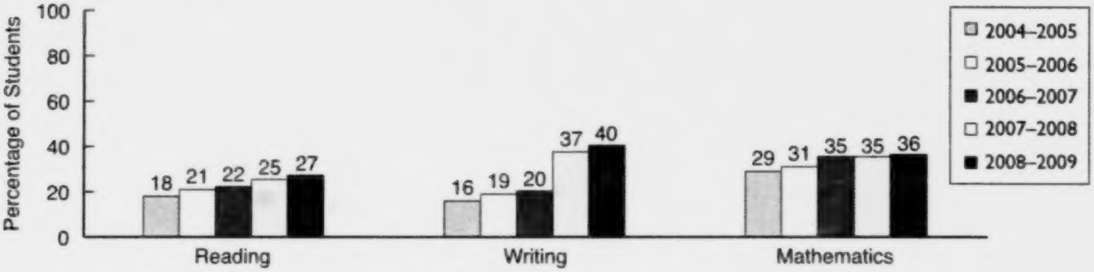
- The percentage of Grade 3 English language learners performing at or above the provincial standard increased in each of the three subjects—by one percentage point in reading (to 46%), two percentage points in writing (to 60%) and four percentage points in mathematics (to 62%)—over the previous year's.
- This year, the improvement in the reading and mathematics performance of Grade 3 English language learners exceeded by one and two percentage points, respectively, that of the Grade 3 population as a whole.
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased notably—by 10 percentage points in reading, 15 percentage points in writing and 11 percentage points in mathematics.

Trends for Students with Special Education Needs (excluding gifted)*

Percentage of all Grade 3 students with special education needs at or above the provincial standard

	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	14 883	18%	15 229	21%	16 501	22%	16 997	25%	18 151	27%
WRITING	14 883	16%	15 229	19%	16 501	20%	16 997	37%	18 151	40%
MATHEMATICS	14 971	29%	15 297	31%	16 572	35%	17 089	35%	18 291	36%

* See the Explanation of Terms.



Observations

- In 2008–2009, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased in each of the three subjects—by two percentage points in reading (to 27%), three percentage points in writing (to 40%) and one percentage point in mathematics (to 36%) over the previous year's.
- In 2008–2009, the improvement in writing and reading performance of Grade 3 students with special education needs exceeded by one and two percentage points, respectively, that of the Grade 3 population as a whole.
- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased noticeably—by nine percentage points in reading, 24 percentage points in writing and seven percentage points in mathematics.

Trends: Junior Division Assessment of Reading, Writing and Mathematics

Contextual Information and Participation in the Assessment*

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

CONTEXTUAL INFORMATION	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
ALL GRADE 6 STUDENTS	143 421	146 711	145 901	140 420	136 076
GENDER					
Female	48%	48%	49%	49%	49%
Male	51%	52%	51%	51%	51%
STUDENT STATUS					
English language learners†	4%	4%	5%	5%	6%
Students with special education needs (excluding gifted)†	13%	15%	17%	17%	18%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
First language learned at home was other than English	19%	17%	17%	20%	20%
Speak only or mostly English	83%	82%	82%	82%	81%
Speak another language (or other languages) as often as English	10%	11%	12%	12%	12%
Speak only or mostly another language (or other languages)	7%	6%	6%	6%	6%
PLACE OF BIRTH					
Born outside Canada	13%	11%	12%	12%	13%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	2%	2%	2%	2%	2%
In Canada three years or more	9%	8%	8%	9%	9%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	95%	95%	95%	96%	96%
Students participating in writing	95%	95%	95%	96%	96%
Students participating in mathematics	95%	95%	95%	96%	96%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire.

Observation

- Over the past five years, the characteristics of the Grade 6 cohort have remained stable overall. However, during the same period, the following changes have occurred:
  - The percentages of Grade 6 students who were English language learners and who speak another language at home as often as English have each increased by two percentage points.
  - The percentage of Grade 6 students who speak only or mostly English at home has decreased by two percentage points.
  - The percentage of Grade 6 students who have special education needs has increased by five percentage points.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Number of Grade 6 students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	66 977[*]	69 701[*]	67 963[*]	70 817[*]	68 318[*]	70 615[*]	65 925[*]	68 284[*]	64 074[*]	66 216[*]
STUDENT QUESTIONNAIRE—READING										
Percentage of students who answered "yes"[†] to the following statements:										
I am a good reader.	65%	59%	64%	59%	65%	59%	67%	61%	69%	61%
I like to read.	56%	40%	55%	39%	55%	38%	58%	40%	64%	42%
I read by myself at home.	74%	61%	73%	60%	73%	60%	75%	61%	78%	62%
I read with someone older than me at home.	4%	5%	4%	5%	4%	4%	4%	5%	3%	4%
STUDENT QUESTIONNAIRE—WRITING										
Percentage of students who answered "yes"[†] to the following statements:										
I am a good writer.	48%	39%	48%	38%	50%	38%	50%	38%	48%	36%
I like to write.	50%	34%	50%	33%	52%	33%	51%	32%	52%	32%
I write by myself at home.	61%	46%	60%	46%	59%	45%	58%	45%	57%	43%
Someone older than me helps me with my writing at home.	8%	10%	9%	11%	8%	10%	8%	10%	7%	10%
STUDENT QUESTIONNAIRE—MATHEMATICS										
Percentage of students who answered "yes"[†] to the following statements:										
I am good at mathematics.	42%	62%	39%	58%	40%	58%	40%	58%	40%	57%
I like mathematics.	42%	57%	38%	53%	37%	52%	37%	51%	38%	51%
I use mathematics to solve problems outside school.	36%	43%	35%	41%	34%	40%	33%	40%	31%	38%
Someone older than me helps me with my mathematics at home.	25%	18%	27%	20%	27%	20%	27%	20%	25%	19%

[*] Includes only those students for whom gender data were available.

[†] Students were given a choice of "yes," "sometimes" or "no."

Observations

- A larger percentage of female than male Grade 6 students indicated each of the following: that they like reading, that they like writing, that they are good readers and that they are good writers.
- A larger percentage of male than female Grade 6 students indicated each of the following: that they like mathematics and that they are good at mathematics.
- Since 2006–2007, there has been an increase in the percentages of male and female Grade 6 students who indicated that they are good readers and that they like to read.
- Since 2004–2005, the percentages of male and female Grade 6 students who indicated that they use mathematics to solve problems outside school have decreased.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Grade 6 teachers who completed the questionnaire	6272	7107	7341	7289	7237
USE OF EQAO DATA*					
Percentage of teachers who indicated that they use student and school EQAO achievement results and questionnaire data from the Assessment of Reading, Writing and Mathematics, Junior Division, to do the following:					
Identify how well students are meeting the expectations in the curriculum	50%	51%	56%	61%	60%
Identify areas of strength and areas for improvement in the Grade 6 reading, writing and mathematics program	62%	62%	69%	73%	74%
Inform Grade 6 reading, writing and mathematics program planning	42%	44%	53%	59%	62%
USE OF TEACHING AND ASSESSMENT RESOURCES—READING AND WRITING*					
Numbers of teachers who completed the language section of the questionnaire	5993	6817	7001	6981	6935
Percentage of teachers who indicated that they use the following resources *often* or *sometimes* when teaching and assessing students' achievement in reading and writing:					
Classroom reading material (e.g., textbooks)	98%	98%	98%	98%	98%
Library or resource-centre language materials, including print and audiovisual	82%	82%	84%	84%	85%
Language instruction materials developed by them or by other teachers in their school	87%	88%	89%	90%	92%
Language instruction materials developed by their board or by other boards	80%	83%	82%	81%	81%
Language-related computer software	45%	50%	52%	53%	55%

* This is a sample of the uses that teachers were questioned about.

Observations

- Over the past five years, the percentages of Grade 6 teachers who indicated that they use student and school EQAO achievement results and questionnaire data for the three activities listed in the table above have increased by between 10 and 20 percentage points.
- Over the past five years, there has been an increase in the percentage of Grade 6 teachers who indicated that they often or sometimes use language-related computer software or language instruction materials they or other teachers in their school have developed; the largest percentages continue to be for the use of classroom reading materials and language instruction materials they or other teachers in the school have developed.

Teacher Questionnaire Data *continued*

TEACHER QUESTIONNAIRE	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Grade 6 teachers who completed the mathematics section of the questionnaire	5865	6795	7076	7028	6975
USE OF TEACHING AND ASSESSMENT RESOURCES—MATHEMATICS*					
Percentage of teachers who indicated that they use the following resources *often* or *sometimes* when teaching and assessing students' achievement in mathematics:					
Mathematics textbooks and/or workbooks	93%	95%	93%	93%	92%
Mathematics manipulatives	92%	92%	92%	93%	93%
Library or resource-centre mathematics materials, including print and audiovisual	42%	47%	49%	49%	51%
Mathematics instruction materials developed by them or by other teachers in their school	84%	81%	80%	81%	82%
Mathematics instruction materials developed by their board or by other boards	66%	68%	66%	N/A†	66%
Mathematics-related computer software developed by the Ministry of Education	35%	38%	37%	35%	36%
Commercial mathematics-related computer software	39%	43%	43%	41%	43%

* This is a sample of the uses that teachers were questioned about.

† Data not available, due to a formatting error on the questionnaire.

Observation

- Over the past five years, there has been an increase in the percentage of Grade 6 teachers who indicated that they often or sometimes use library materials and commercial mathematics-related computer software. The percentages of teachers who indicated that they use the other resources listed in the table above have remained relatively constant.

Note: The junior division Principal Questionnaire data are the same as those for the primary division (page 18).

Trends in Reading*

Percentage of all Grade 6 students at each level in reading

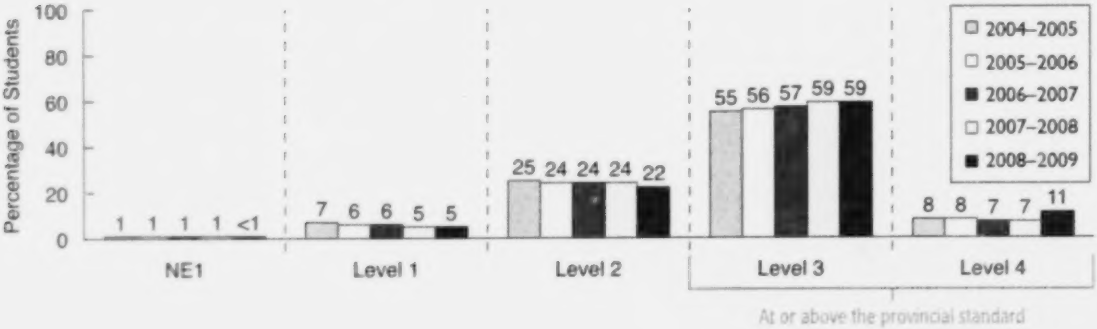
[illegible]	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	143 421	146 711	145 901	140 420	136 069
Level 4	8%	8%	7%	7%	11%
Level 3	55%	56%	57%	59%	59%
Level 2	25%	24%	24%	24%	22%
Level 1	7%	6%	6%	5%	5%
NEI†	1%	1%	1%	1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	4%	3%	3%	3%
At or Above the Provincial Standard‡	63%	64%	64%	66%	69%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Reading



Observations

- In 2008–2009, there was an increase of three percentage points (to 69%) in the percentage of Grade 6 students performing at or above the provincial standard in reading over the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in reading has increased by six percentage points.

Trends in Writing*

Percentage of all Grade 6 students at each level in writing

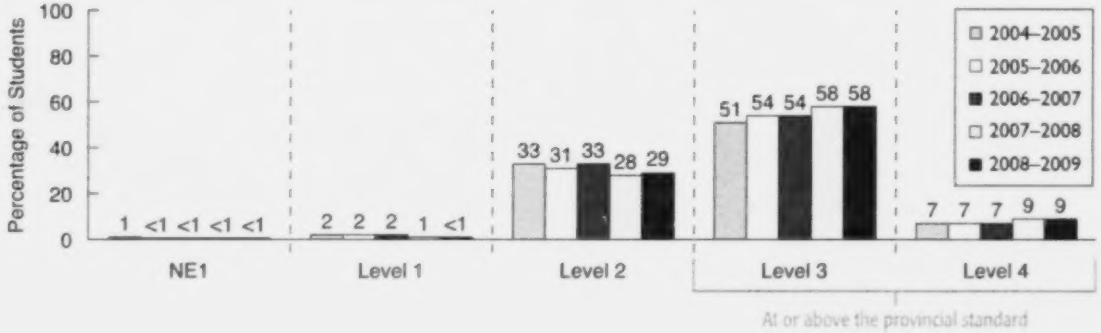
[illegible]	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	143 421	146 711	145 901	140 420	136 075
Level 4	7%	7%	7%	9%	9%
Level 3	51%	54%	54%	58%	58%
Level 2	33%	31%	33%	28%	29%
Level 1	2%	2%	2%	1%	<1%
NE1[†]	1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	4%	3%	3%	3%
At or Above the Provincial Standard[‡]	59%	61%	61%	67%	67%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Writing



Observations

- In 2008–2009, the percentage of Grade 6 students performing at or above the provincial standard in writing (67%) remained the same as the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has increased by eight percentage points.

Trends in Mathematics*

Percentage of all Grade 6 students at each level in mathematics

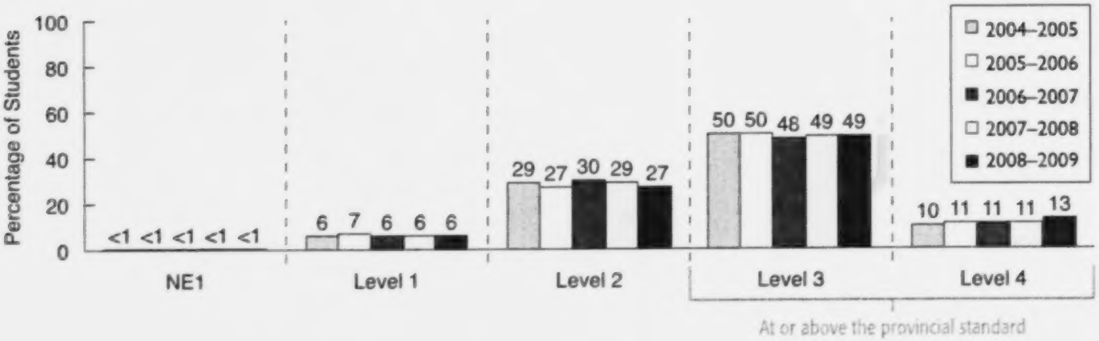
[illegible]	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	143 421	146 711	145 901	140 358	136 075
Level 4	10%	11%	11%	11%	13%
Level 3	50%	50%	48%	49%	49%
Level 2	29%	27%	30%	29%	27%
Level I	6%	7%	6%	6%	6%
NEI†	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	4%	4%	3%	3%
At or Above the Provincial Standard‡	60%	61%	59%	61%	63%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Mathematics



Observations

- In 2008–2009, there was an increase of two percentage points (to 63%) in the percentage of Grade 6 students performing at or above the provincial standard in mathematics over the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has increased by three percentage points.

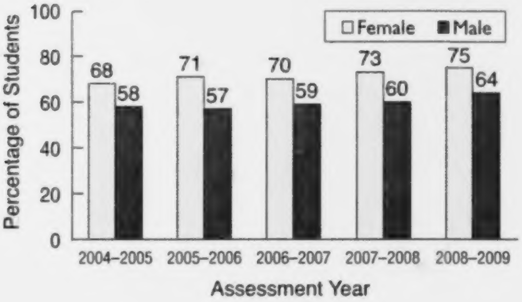
Trends by Gender*

Percentage of all Grade 6 students at or above the provincial standard

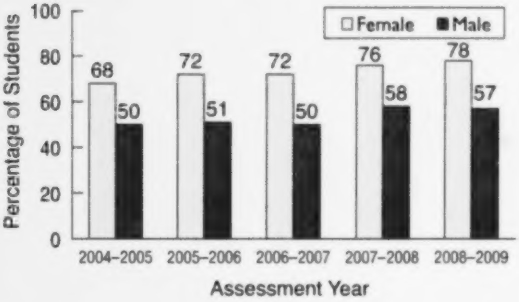
	2004–2005				2005–2006				2006–2007				2007–2008				2008–2009			
Gender	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	68 858	68%	72 537	58%	70 984	71%	75 697	57%	70 863	70%	75 036	59%	68 266	73%	72 154	60%	66 270	75%	69 799	64%
WRITING	68 858	68%	72 537	50%	70 984	72%	75 697	51%	70 863	72%	75 036	50%	68 266	76%	72 154	58%	66 275	78%	69 800	57%
MATHEMATICS	68 858	60%	72 537	60%	70 984	62%	75 697	59%	70 863	60%	75 036	58%	68 235	62%	72 123	60%	66 275	64%	69 800	61%

* Results by gender include only those students for whom gender data were available.

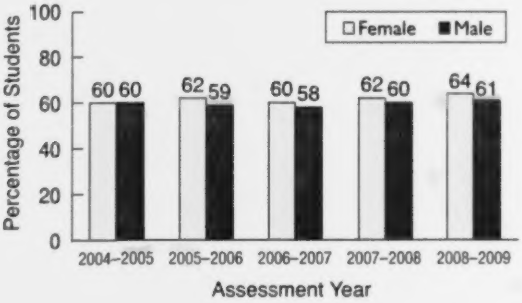
Reading



Writing



Mathematics



Observations

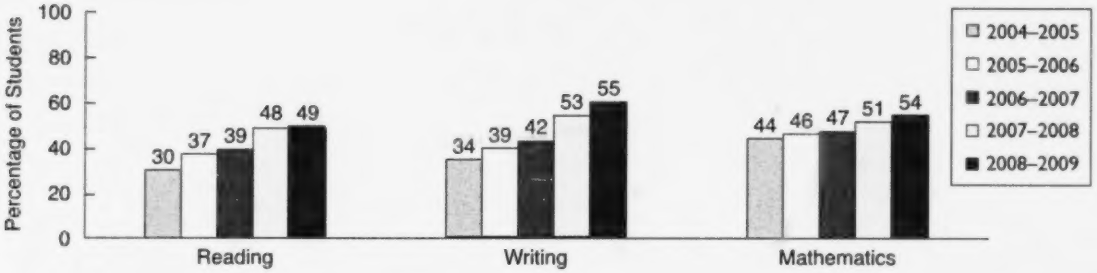
- In 2008–2009, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of the three subjects: reading—females 75%, males 64%; writing—females 78%, males 57%; mathematics—females 64%, males 61%.
- Over the past five years, the gender gap in favour of female students has remained relatively consistent and has been particularly pronounced in reading and writing.

Trends for English Language Learners*

Percentage of all Grade 6 English language learners at or above the provincial standard

	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	5178	30%	5461	37%	6630	39%	6639	48%	7538	49%
WRITING	5178	34%	5461	39%	6630	42%	6639	53%	7538	55%
MATHEMATICS	5178	44%	5461	46%	6630	47%	6634	51%	7538	54%

* See the Explanation of Terms.



Observations

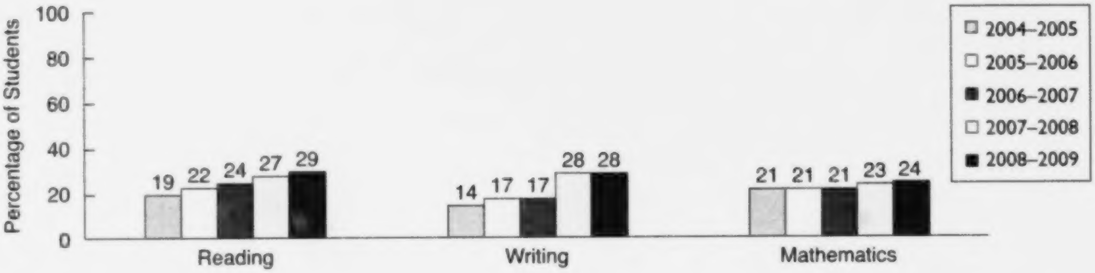
- In 2008–2009, the percentage of Grade 6 English language learners performing at or above the provincial standard increased in each of the three subjects—by one percentage point in reading (to 49%), two percentage points in writing (to 55%) and three percentage points in mathematics (to 54%)—over the previous year's.
- This year, the improvement in the mathematics and writing performance of Grade 6 English language learners exceeded by one and two percentage points, respectively, that of the Grade 6 population as a whole.
- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased notably—by 19 percentage points in reading, 21 percentage points in writing and 10 percentage points in mathematics.

Trends for Students with Special Education Needs (excluding gifted)*

Percentage of all Grade 6 students with special education needs at or above the provincial standard

	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Students	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	19 264	19%	22 350	22%	24 633	24%	24 146	27%	24 319	29%
WRITING	19 264	14%	22 350	17%	24 633	17%	24 146	28%	24 325	28%
MATHEMATICS	19 264	21%	22 350	21%	24 633	21%	24 136	23%	24 325	24%

* See the Explanation of Terms.



Observations

- In 2008–2009, the percentage of Grade 6 students with special education needs performing at or above the provincial standard increased in reading and mathematics—by two percentage points in reading (to 29%) and one percentage point in mathematics (to 24%)—over the previous year's. The percentage for writing has remained the same.
- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has increased by 10 percentage points in reading, 14 percentage points in writing and three percentage points in mathematics.

Summary of Findings: Primary and Junior Divisions

Assessment of Reading, Writing and Mathematics, Primary Division

- There has been an increase of two percentage points since last year in the percentage of Grade 3 students performing at or above the provincial standard in writing (to 68%) and mathematics (to 70%), while it has remained the same in reading (61%).
- A larger percentage of female than male Grade 3 students indicated each of the following: that they like reading, that they like writing, that they are good readers and that they are good writers. A larger percentage of male than female Grade 3 students indicated that they like mathematics and that they are good at mathematics.
- In 2008–2009, a larger percentage of female than male Grade 3 students performed at or above the provincial standard in each of the three subjects: reading—females 65%, males 56%; writing—females 75%, males 61%; mathematics—females 72%, males 69%.
- The gender gap has been in favour of female students in reading and writing over the past five years, and in mathematics over the past three years.
- The percentage of Grade 3 English language learners performing at or above the provincial standard increased in each of the three subjects—by one percentage point in reading (to 46%), two percentage points in writing (to 60%) and four percentage points in mathematics (to 62%)—over the previous year's.
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased significantly—by 10 percentage points in reading, 15 percentage points in writing and 11 percentage points in mathematics.
- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased notably—by nine percentage points in reading, 24 percentage points in writing and seven percentage points in mathematics.

Assessment of Reading, Writing and Mathematics, Junior Division

- There has been an increase of three percentage points (to 69%) since last year in the percentage of students performing at or above the provincial standard in reading and two percentage points (to 63%) in mathematics. The corresponding percentage in writing (67%) has remained the same.
- Over the past five years, the percentage of students performing at or above the provincial standard has increased by six percentage points in reading, eight percentage points in writing and three percentage points in mathematics.
- A larger percentage of female than male Grade 6 students indicated each of the following: that they like reading, that they like writing, that they are good readers and that they are good writers. A larger percentage of male than female Grade 6 students indicated that they like mathematics and that they are good at mathematics.
- In 2008–2009, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of the three subjects: reading—females 75%, males 64%; writing—females 78%, males 57%; mathematics—females 64%, males 61%.
- Over the past five years, the gender gap in favour of female students has remained relatively consistent and has been particularly pronounced in reading and writing.
- In 2008–2009, the percentage of Grade 6 English language learners performing at or above the provincial standard increased in each of the three subjects—by one percentage point in reading (to 49%), two percentage points in writing (to 55%) and three percentage points in mathematics (to 54%)—over the previous year's.
- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased notably—by 19 percentage points in reading, 21 percentage points in writing and 10 percentage points in mathematics.
- In 2008–2009, the percentage of Grade 6 students with special education needs performing at or above the provincial standard increased in reading and mathematics—by two percentage points in reading (to 29%) and one percentage point in mathematics (to 24%)—over the previous year's. The percentage for writing remained the same.
- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has increased by 10 percentage points in reading, 14 percentage points in writing and three percentage points in mathematics.

Primary and Junior Divisions

- More than 90% of principals indicated that they use the previous year's EQAO achievement results and questionnaire data for their school to do each of the following:
  - identify how well students are meeting the expectations in the curriculum;
  - communicate with teachers about student achievement and
  - guide school improvement initiatives for reading, writing and mathematics.

Strategies for Success:
Primary and Junior Divisions

Informing Professional Practice: Primary Division

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on an analysis of students' performance on the 2009 Assessment of Reading, Writing and Mathematics, Primary Division, and on feedback from teachers who scored the assessments.

The released 2009 assessment booklets can be accessed on the EQAO Web site, www.eqao.com.

For more information on the skills assessed and the kinds of questions used to measure them, see the primary-division *Framework*, on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Observations, Strategies and Resources

Primary Division: Reading	**Observations:**	**Strategies for Improvement:**
Reading Skills	Overall, students performed well on multiple-choice and open-response questions measuring Reading Skill 1 (understanding explicitly stated information in a reading selection). In general, students had more difficulty on open-response than on multiple-choice questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection) and Reading Skill 3 (making connections between the reading selection and their own knowledge and experience). Students whose responses to open-response questions scored a Code 30 or 40 demonstrated reading comprehension by integrating specific and relevant information from the text to explain their answers.	Continue to use an effective **literacy block** (comprehensive and balanced literacy program). Model how to activate prior knowledge and have students reflect on the connection between what they have already learned and what they are reading by asking "How does this text connect with what I know?" Use organizers such as **mind maps, anticipation guides** and **graphic organizers** (e.g., **Go charts**) to teach students how to express their thoughts about texts. Continue to model how to use the text to **support** answers to reading comprehension questions.
Overall Reading Expectations from the Curriculum	Students performed best on questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). Note that Overall Reading Expectation 3 is measured by multiple-choice questions only. Some students who selected incorrect answers for Overall Reading Expectation 3 seemed not to return to the reading selection to check the meaning. Students performed less well on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning). Students had the most difficulty on both multiple-choice and open-response questions measuring Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning). For example, for open-response question 29 on "Library Helper" (*Language 2* booklet) students tended to give a generic answer about the function of borders rather than a specific answer about the importance of the border in this particular poster and how it communicates meaning.	Provide opportunities for **vocabulary development** by having students work with vocabulary as it occurs in texts across all subject areas. Have students reread texts to find context cues to help determine word meaning. To develop a further understanding of **text forms** and **text features**, involve students in creating and posting anchor charts, which serve to connect past learning to future learning. Use questions that require **higher-order thinking** to challenge readers to work to interpret and understand new text successfully. Continue to provide students with multiple opportunities to practise the skills required by Overall Reading Expectation 2 and the associated specific expectations (e.g., model the identification of text forms, text features and stylistic elements, and give students opportunities to do the same and to explain how these relate to the meaning of a text). Ensure that students relate the general meaning of text features to specific texts and understand how the text feature helps readers to understand the text.

Primary Division: Reading	Observations:	Strategies for Improvement:
Text Types	Students performed best on questions relating to the long narrative ("The Animal Band") and the information text ("The Venus Flytrap"). Students had the most difficulty with questions relating to the poem ("The Ice Cream Taster").	Use shared reading and multimedia to engage students in **poetry**. Encourage students to pay attention to the language and rhythm of poetry. Have students work with poetry to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions. Continue to use narrative texts to build on the strength that students have in this area, and provide students with opportunities to work with all **text types**. Choose **non-fiction** texts that require background knowledge from other curriculum areas so students need to activate prior knowledge to make connections and inferences.
Question Types	Overall, students performed better on multiple-choice than on open-response questions when demonstrating their reading comprehension. Scorers observed that some students used formulaic responses when answering open-response questions. These mechanical answers were less likely to reach a Code 30 or 40.	Review open-response question starter words and ask students to brainstorm answers to questions using these words after listening to a read-aloud or shared reading. Have students practise answering questions with starters such as who, what, where, when and how using **graphic organizers** to capture the ideas and then model turning these ideas into a written answer. Consider using the scoring rubrics and anchors on the EQAO Web site to illustrate the understanding required to score a Code 30 or 40 on answers to open-response questions. Use **teacher moderation** as part of the **Teaching-Learning Critical Pathways** to examine and understand what makes answers to open-response questions effective.
Gender	For all reading selections, female students outperformed male students on most of the multiple-choice questions and on all open-response questions. The smallest gender gap occurred on questions relating to the short narrative ("Wayne Gretzky") and the information text ("The Venus Flytrap").	Continue to help **male students** develop their literacy skills across all subject areas by explicitly teaching the processes that effective readers use. Examine the appropriate EQAO data to pinpoint gaps and take action with **strategies** that work, such as using common language and common resources throughout the grades to address gender gaps in skill development. Use **think-alouds** to demonstrate the processes of proficient readers.
English Language Learners and Students with Special Education Needs (Excluding Gifted)	English language learners and students with special education needs did not perform as well as the general population. Their pattern of relative strengths was similar to that of the general population. English language learners and students with special education needs performed best on questions measuring Overall Reading Expectations 1 and 3. Students scored slightly lower on questions measuring Overall Reading Expectation 2. As in the general population, English language learners and students with special education needs performed best on questions relating to the long narrative ("The Animal Band") and the information text ("The Venus Flytrap"). They performed the least well on questions relating to the poem ("The Ice Cream Taster").	When working with students with different needs, use a variety of teaching approaches through **differentiated instruction.** Use **instructional supports** for **English language learners** such as purposeful and accountable talk and small groups, and directly teach word knowledge, text forms and text features. Demonstrate how these help communicate meaning through modelled and shared reading. Continue to incorporate visual tools (e.g., concept maps) and scaffolds (e.g., paragraph frames) in all subject areas.

Primary Division: Writing	**Observations:**	**Strategies for Improvement:**
Writing Skills	As in 2008, when responding to the short- and long-writing tasks, students performed better on Writing Skill 3 (using conventions—spelling, grammar, punctuation) than on Writing Skill 1 (developing a main idea with sufficient supporting details) and Writing Skill 2 (organizing information and ideas in a coherent manner). Scorers reported that written work that used effective opening and/or concluding sentences and that linked ideas in a logical and sequential order usually received a Code 30 or 40. Written work that provided a list of unrelated ideas or a list of ideas without supporting details generally received a Code 10 or 20.	Continue to provide an effective writing program using **key instructional approaches.** Provide students with authentic and meaningful writing tasks so they have the interest and information to develop a main idea with sufficient supporting details. Read students the first few lines of fictional and non-fictional texts that have particularly **effective beginnings** and discuss with them how the beginnings relate to the rest of the text. Use a **think-aloud** to consider what the reader needs to know about a topic and why, and how to add more details. Show how to organize the ideas in a **logical sequence.** **Conference** with students to provide feedback on their writing to assist them in making the connection between the criteria that were satisfied and those that were not. Regularly use a topic-development-focused conference to encourage students to clarify their main idea and develop it with relevant specific details. Based on the conference, explain the next steps so that the student can make his or her writing more clear and coherent.
Overall Writing Expectations from the Curriculum	Overall, students performed well and most consistently on multiple-choice and open-response questions measuring Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students performed less well on Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style). They performed at a similar level on both of these expectations.	Have teachers participate in **moderated marking** sessions, so that they use consistent criteria and terminology when providing feedback for improvement. Prior to the sessions, give common writing tasks to students with agreed-upon sets of performance criteria. Use the outcome of the sessions to plan next steps. Have students use a **revising and editing checklist** to help them improve the clarity of content, correctly use writing conventions and track their progress in developing their writing skills over time. Continue to encourage peer assessment using guidelines such as checklists. Encourage the use of a few well-chosen **graphic organizers** and use the same graphic organizers for reading and writing so students can see the similarities between the two processes (e.g., between deconstructing a story as a reader and constructing a story as a writer). Start with organizers as a scaffold and help students develop their use beyond a formulaic response. Teach students how to move information from a graphic organizer to a written paragraph. Ask students to do this in groups, with partners and individually. Continue to help students incorporate the **elements of writing** into their written work, especially ideas and content. Model how to focus on a few ideas and specific details relevant to the text form, purpose and audience required by the prompt rather than listing a lot of underdeveloped ideas and details.
Question and Writing Task Types	For topic development, students performed better on multiple-choice questions than on short- and long-writing tasks. Students performed better on the short-writing tasks than on the long-writing task.	Continue to introduce students to the written **text forms** required by the curriculum and model how to organize writing in each form. Explicitly share and discuss models of good writing in detail, pointing out elements such as sentence structure, paragraphing and vocabulary, so that students become aware of the choices that the writer has made.

Primary Division: Writing	Observations:	Strategies for Improvement:
Question and Writing Task Types (continued)	Students performed at a similar level on both short-writing tasks.	**Gather evidence** about student writing and determine the area of greatest need. Design classroom assessments and common criteria that reflect what successful student work looks like. Consider using the EQAO rubrics and the anchors on the EQAO Web site, so students are aware of what is expected of them. Have them assess sample work and decide on next steps to improve it. Provide opportunities for students to develop endurance for longer writing tasks and include opportunities to practise responding to on-demand writing prompts. Continue to give students opportunities to explore their interests, lives and world beyond the classroom through **non-fiction writing.** Model the selection and organization of ideas and have students work in small groups, keeping in mind their purpose (i.e., to explain, persuade, describe or inform) and the audience they are addressing. Have them share their work and discuss what makes it effective. Continue to model careful reading of the writing prompts to identify the topic, written form, purpose and audience.
Gender	Female students consistently outperformed male students on all multiple-choice questions and short- and long-writing tasks.	Use **visual anchor charts** to encourage full and complete written responses. These charts act as a mnemonic device for students, as they develop each component of their response. Model how to provide an idea and then support it with specific details. Use **writing frames,** which are outlines or templates that give students a structure for communicating what they want to say, as students begin a writing task. Encourage students to move gradually beyond using them mechanically to organizing their writing organically. Continue to use classroom practices proven by **teacher inquiry projects** to improve boys' literacy achievement, such as social interaction before writing. Continue to provide a variety of writing topics of interest to both genders. Make reading and writing an engaging focus in the classroom in all subjects.
English Language Learners and Students with Special Education Needs (Excluding Gifted)	English language learners and students with special education needs did not perform as well as the general population, although their pattern of relative strengths and weaknesses was similar to that of the general population. In general, English language learners and students with special education needs performed better on Overall Writing Expectation 3 than on Overall Writing Expectation 1 and Overall Writing Expectation 2. English language learners and students with special education needs performed slightly better on multiple-choice items measuring topic development than on short- and long-writing tasks relating to topic development.	Encourage **students with special education needs** to use **assistive technologies** for idea generation, organization and completion of writing tasks whenever possible. **Differentiate instruction** to optimize student writing through, for example, focused lessons in small groups, graphic organizers and guided practice.

Except as noted, for the following suggested strategies for reading, go to

- www.eworkshop.on.ca;
- click "Literacy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

Differentiated instruction: Go to

- the webcast *Differentiated Instruction: Continuing the Conversation* at http://www.curriculum.org/secretariat/march29.shtml
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education* Needs at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf
- the webcast *Building Upon Our Successes* at http://www.curriculum.org/secretariat/september28.shtml

English language learners: Go to

- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
- the webcast *Teaching and Learning in Multilingual Ontario* at http://www.curriculum.org/secretariat/december7.shtml
- "A View from the Front of the Class: Preparing for the OSSLT" at http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E+ArticleID=03+ItemID=11
- "Capacity Building Series, Secretariat Special Edition #8, ELL Voices in the Classroom" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf

Go charts: Go to page 3.29 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Graphic organizers: Go to page 10.16 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Higher-order thinking: Go to

- the webcast *Dr. Annette Woods: Critical Literacy* at http://www.curriculum.org/secretariat/april21.shtml
- the presentation *Developing Thinking Skills Through Higher-Level Questioning* at https://admin.na3.acrobat.com/_a59783387/thinkingskills
- pages 8.14–8.15 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Instructional supports: Go to

- *Supporting English Language Learners, Grades 1 to 8:* Video and Print Resources at http://www.curriculum.org/LNS/ELL/index.shtml
- "Capacity Building Series, Secretariat Special Edition #8, ELL Voices in the Classroom" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf

Literacy block: Go to "Capacity Building Series, Secretariat Special Edition #1, Learning Blocks for Literacy and Numeracy" at http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf

Male students: Go to

- pages 17–21 and 37–38 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* at http://www.edu.gov.on.ca/eng/document/brochure/meread.pdf
- the other resources at http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html

Mind maps and anticipation guides: Go to

- page 8.17 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*
- the other online teaching resources at www.eworkshop.on.ca

Non-fiction: Go to

- sample lesson on pages 5.26–5.31 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*
- the webcast *High-Yield Strategies to Improve Student Learning* at http://www.curriculum.org/secretariat/may2.shtml

Poetry: Go to

- Research Monograph #7 from the Literacy and Numeracy Secretariat, "Poetry: A Powerful Medium for Literacy and Technology Development" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf
- pages 111–114 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume Six, Writing*
- the sample lesson on pages 5.19–5.21 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Strategies: Go to "View from the Front of the Class: Closing the Gender Gap: Strategies That Work" at http://www.eqao.com/eMagazine/2009/02/eMagArticle.aspx?Lang=E&ArticleID=03 &ItemID=33

Support: Go to pages 7.19–7.23 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Teacher moderation: Go to

- "Capacity Building Series, Secretariat Special Edition #2, Teacher Moderation: Collaborative Assessment of Student Work" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_ Moderation.pdf
- the webcast *Teacher Moderation: Collaborative Assessment of Student Work* at http://www.curriculum.org/secretariat/september10.shtml

Teaching-Learning Critical Pathways: Go to "Capacity Building Series, Secretariat Special Edition #6, Teaching-Learning Critical Pathways" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Text features: Go to

- pages 5.26–5.31 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*
- pages 2.16–2.18 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Text forms: Go to pages 4–5 of "Capacity Building Series, Secretariat Special Edition #5, Non-Fiction Writing for the Junior Student" at http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf

Text types: Go to page 8.28 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Think-alouds: Go to page 4.6 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Vocabulary development: Go to pages 8.11–8.13 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*

Except as noted, for the following suggested strategies for writing, go to

- www.eworkshop.on.ca;
- click "Literacy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

Assistive technologies: Go to Chapter 10, "Computer-Based Assistive Technology," *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Conference: Go to

- Appendix 6-3: "Sample Writing Conference Record" at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf
- pages 25–27 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing*

Differentiate instruction: Go to the "Differentiated Writing Instruction" segment of the webcast *High-Yield Strategies to Improve Student Learning* at http://www.curriculum.org/secretariat/may2.shtml

Effective beginnings: Go to pages 5.6–5.8 of *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*

Elements of writing: Go to pages 1.14–1.20 of *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*

Primary Division: Reading and Writing

List of Resources (continued)

Gather evidence: Go to

- the webcast *Teacher Moderation: Collaborative Assessment of Student Work* at http://www.curriculum.org/secreatriat/september10.shtml
- "Data in Action: Exploring the Many Layers of EQAO Assessment Data: Peeling the Onion" at http://www.eqao.com/eMagazine/2008/10/eMagArticle.aspx?Lang=E&ArticleID=08&ItemID=30

Graphic organizers: Go to

- Chapter 10 of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*
- the writing appendices at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf

Key instructional approaches: Go to *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*

Logical sequence: Go to pages 5.6–5.8 of *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*

Moderated marking: Go to

- "Capacity Building Series, Secretariat Special Edition #2, Teacher Moderation: Collaborative Assessment of Student Work" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- the webcast *Teacher Moderation: Collaborative Assessment of Student Work* at http://www.curriculum.org/secretariat/september10.shtml

Non-fiction writing: Go to

- pages 1.21 and 6.11–6.13 of *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*
- the first video in Part 4 of the webcast *High-Yield Strategies to Improve Student Learning:* Teaching Non-Fiction Writing, Reading Conference: Text Structure at http://www.curriculum.org/secretariat/may2.shtml
- the webcast *Quality Teaching: It's Intentional,* Dr. Douglas Reeves: Non-Fiction Writing at http://www.curriculum.org/secretariat/april21.shtml

Revising and editing checklist: Go to Appendix 6-4: "Independent Writing Revising and Editing Checklist" at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf

Students with special education needs: Go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Teacher inquiry projects: Go to the resources at http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html

Text forms: Go to

- pages 1.20–1.21 of *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*
- pages 4–5 of "Capacity Building Series, Secretariat Special Edition #5, Non-Fiction Writing for the Junior Student" at http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf

Think-aloud: Go to pages 2.4 and 2.5–2.7 of *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*

Visual anchor charts: Go to "Spotlight: Celebrating the Success of an Ontario School" at http://www.eqao.com/eMagazine/2008/05/eMagArticle.aspx?Lang=E&ArticleID=05&ItemID=21

Writing frames: Go to page 20 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* at http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf

Primary Division: Mathematics	**Observations:**	**Strategies for Improvement:**
Number Sense and Numeration	Students continue to perform better on questions requiring the demonstration of specific knowledge (e.g., how to count forward by 25s, round two-digit numbers to the nearest 10 or relate a multiplication sentence to an array). As in previous years, students were less successful on questions requiring a multi-step solution involving concepts concerning money and composing numbers. Scorers noted that successful solutions to question 8 often included organized drawings to illustrate the relationship between the number of quarters and the total amount of money.	Demonstrate how to apply the **Four-Step Problem-Solving Model** (i.e., understand the problem, make a plan, carry out the plan, reflect on the solution) when solving multi-step questions, and give students multiple opportunities to apply this model. Continue to encourage students to use **manipulatives** (concrete materials) to help them solve multi-step problems. Continue to model appropriate **problem-solving strategies** (e.g., act it out, make a model with concrete materials, draw a diagram, use the guess-and-check method, make a table) and provide students with the opportunity to solve a variety of engaging problems. Have students compare their solutions to various problems.
Measurement	Students were successful on questions requiring the demonstration of specific knowledge (e.g., how to tell time, read temperature benchmarks or understand the relationship between days and weeks) and its meaning. Students continue to confuse the concepts of perimeter and area. Similar to last year, students had difficulty ordering lengths recorded with different units (e.g., cm, m) (question 25). Scorers noted that successful processes for question 10 involved labelling the sides of both rectangles and/or writing a number sentence to show understanding of perimeter.	Provide meaningful hands-on problem-solving contexts for students to investigate the concept of area using irregular shapes on a grid that cover parts of some grid squares. Continue to teach the concepts of **perimeter and area** simultaneously. Continue to provide opportunities for students to compare and order lengths in centimetres and metres.
Geometry and Spatial Sense	Students performed well describing movement from one location to another using a grid map. Students were less successful on questions requiring the application of geometric concepts (e.g., to identify congruent two-dimensional shapes, geometric properties of three-dimensional shapes or lines of symmetry). Scorers noted that successful answers to question 9 included evidence of understanding the reflective property of symmetry (i.e., matching when you fold).	Continue to provide students with opportunities to draw paths on grid maps and describe them using directional language. Provide students with opportunities to identify lines of symmetry and to clearly explain the concept of symmetry relating to reflections. Provide opportunities for students to identify congruent two-dimensional shapes in pictorial representations. Provide opportunities for students to sort **three-dimensional figures** using various geometric properties (e.g., vertices, edges and faces). Have students describe similarities and differences using geometric language.

Primary Division: Mathematics	Observations:	Strategies for Improvement:
Patterning and Algebra	Overall, Grade 3 students performed very well on questions from this strand. In general, students were successful extending both geometric and numeric patterns. Students continue to be less successful on questions involving the concept of equality in equations with addends on both sides of the equal sign. Scorers noted that successful solutions to question 7 gave evidence of understanding the pattern by illustrating the rule (e.g., through diagrams, an extension of the graph or list of the number pattern).	Continue to provide students with opportunities to use a variety of tools to solve multi-step problems involving numeric and geometric patterns. Continue to provide students with opportunities to investigate **expressions and equality** by modelling equations using a variety of tools and strategies (e.g., **concrete materials**, guess and check).
Data Management and Probability	In general, students were successful representing data with a bar graph. Students continue to struggle with items that involve multi-step processes (e.g., interpreting and drawing conclusions from data, using a spinner to predict the frequency of an outcome in a simple probability experiment). Students had difficulty determining the mode of a set of data. Scorers noted that successful answers to question 27 had a scale that had a many-to-one correspondence to accommodate the full range of data.	Continue to provide students with various representations of data to interpret and analyze. Teach them how to create graphs with appropriate scales that have many-to-one correspondence to display the full range of data. Ensure that students understand that **mode** is the value that occurs most often in a set of data and not the greatest number.
Question Types	As in previous years, on open-response questions, many students provided undeveloped, unclear or incomplete explanations or justifications. For multiple-choice questions with answers that have multiple components, students often did not fully consider all components in the answers before making their selection.	Use strategies for **promoting written communications** (e.g., model writing, shared student writing, think-talk-write) to demonstrate how to provide complete and detailed explanations and justifications. Allow students to practise explaining their mathematical processes and justifying their conclusions both orally and in writing, using appropriate mathematical vocabulary. Provide students with opportunities to be exposed to multiple-choice items using released EQAO materials throughout the year. Facilitate discussions involving both correct and incorrect answers. Give students opportunities to create their own multiple-choice questions and answers. Provide students with strategies for answering multiple-choice questions, such as eliminating obviously incorrect answers and working backward using the options provided to determine the answer.

Primary Division: Mathematics	**Observations:**	**Strategies for Improvement:**
Question Types (continued)		Use **shared mathematics** to provide students with opportunities to (1) solve multi-step problems in groups and (2) present alternative solutions using a variety of strategies (e.g., **think-pair-share, show and tell, co-operative problem solving**) and discuss them with others.
Gender	Overall, male and female students performed equally well on both multiple-choice and open-response questions.	Continue to have students work in mixed-gender groups to benefit from the strengths of others and to experience viewpoints of the other gender.
English Language Learners	As in 2008, English language learners showed a similar pattern of strengths and weaknesses to that of the general population but performed at a level slightly below.	Continue to provide **English language learners** with opportunities to consolidate learning in all areas of the mathematics curriculum. Continue to provide English language learners with multiple opportunities to solve problems in contexts in which they are required to read, interpret and answer questions about what they have read and explain their thinking and justify their answer.
Students with Special Education Needs (Excluding Gifted)	As in 2008, students with special education needs did not perform as well as the Grade 3 population in general in any strands.	Ensure students with special education needs regularly receive accommodations that are listed in their Individual Education Plan. Continue to support students with special education needs using **Universal Design for Learning** and **differentiated instruction.**

Primary Division: Mathematics

List of Resources

Except as noted, for the following suggested strategies for mathematics, go to

- www.eworkshop.on.ca;
- click "Numeracy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

Concrete materials: Go to pages 19–24 of *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario* at http://www.edu.gov.on.ca/eng/document/reports/math/index.html

Differentiated instruction: Go to

- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html
- the webcast *Differentiating Mathematics Instruction* at http://www.curriculum.org/secretariat/may28.shtml

English language learners: Go to *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Expressions and equality: Go to pages 26–36 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Patterning and Algebra*

Four-step problem-solving model: Go to pages 36–38 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Manipulatives: Go to pages 18–28 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Three, Classroom Resources and Management*

Mode: Go to pages 123–128 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Data Management and Probability*

Perimeter and area: Go to pages 121–134 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Measurement*

Problem-solving strategies: Go to pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Promoting written communications: Go to pages 72–79 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Shared mathematics: Go to pages 66–68 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume One, Foundations of Mathematics Instruction*

Think-pair-share, show and tell, co-operative problem solving: Go to pages 68–69 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Three-dimensional figures: Go to

- pages 14–16 and 159–166 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Geometry and Spatial Sense*
- the webcast *Understanding Geometric Figures Through Drawing and Paper Folding* at http://www.curriculum.org/secretariat/february6.shtml

Universal Design for Learning (UDL): Go to pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Informing Professional Practice: Junior Division

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on an analysis of students' performance on the 2009 Assessment of Reading, Writing and Mathematics, Junior Division, and on feedback from teachers who scored the assessments.

The released 2009 assessment booklets can be accessed on the EQAO Web site, www.eqao.com.

For more information on the skills assessed and the kinds of questions used to measure them, see the junior-division *Framework*, on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Observations, Strategies and Resources

Junior Division: Reading	Observations:	Strategies for Improvement:
Reading Skills	More students received a Code 30 or 40 on open-response questions measuring Reading Skill 1 (understanding explicitly stated information in a reading selection) and Reading Skill 2 (understanding implicitly stated information in a reading selection) than on Reading Skill 3 (making connections between the reading selection and their own knowledge and experience). Scorers observed that responses that scored a Code 30 or 40 demonstrated reading comprehension by integrating specific and relevant information from the text without going beyond the space provided. On open-response questions that required students to use their own ideas, scorers sometimes noted that formulaic mnemonic organizers including the letter E for "extend" or "experience" led to superficial extensions. Students may have better used the allotted answer space for additional textual support or for explanations linking such support to their argument.	Continue to use an effective literacy **learning block** (comprehensive and balanced literacy program). Model how to **activate prior knowledge** to understand a text. Encourage students to use background knowledge by asking them how it helps them understand the text. Have students think about what they have already learned about the topic, the author, the time period, the genre, the text form and relevant reading strategies.
Overall Reading Expectations from the Curriculum	Students performed at a similar level on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning) and Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate an understanding of how they help communicate meaning). Students performed less well on Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). The questions assessing this expectation typically ask students to choose a word closest in meaning to a familiar or unfamiliar word from the reading selection.	Continue to provide students with multiple opportunities to practise the skills required by Overall Reading Expectation 3 and the associated specific expectations. Use **modelled, shared and guided reading** to demonstrate how to apply a specific **cueing system** or strategy when reading a text. Give students the opportunity to demonstrate their knowledge of words and cueing systems to read fluently (e.g., use words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts and words from shared-, guided- and independent-reading texts and resource materials in the curriculum subject areas). Use **think-alouds** to model how students can use **click or clunk** to monitor their comprehension of vocabulary and ideas in reading selections.

Junior Division: Reading	Observations:	Strategies for Improvement:
Text Types	Students performed best on the long narrative ("Echoing Howls") and the short narrative ("Digging for Gold"). Students had the most difficulty responding to open-response questions dealing with the poems ("Freeze-Up" and "The Islands").	Continue to provide students with opportunities to work with all **text types** and genres required by the language curriculum up to the end of Grade 6. Use shared reading and multimedia to engage students in **poetry.** Encourage them to pay attention to the language and rhythm of poetry. Have students work with poetry to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions.
Question Types	Students performed better on multiple-choice questions than on open-response questions. Students who used specific references to the text to support their answers received higher scores. Scorers noted that the support was effective when the student explained the relationship between it and the rest of the answer. Answers to open-response questions that received a Code 10 or 20 often retold or listed information from the text without answering the question.	Continue to teach strategies for **locating information and determining its importance,** such as skimming and scanning, using text features, recognizing signal words and using the structure of the text for clues to meaning. Use **teacher moderation** as part of the **Teaching-Learning Critical Pathways** to help teachers examine and understand what makes an open-response question effective. Model how to determine which part of the text supports an answer and demonstrate how to **use support** and connect it to the rest of the answer. Use the scoring rubrics and anchors (available on the EQAO Web site) to illustrate the understanding required to score a Code 30 or 40 on open-response questions.
Gender	Girls consistently outperformed boys on open-response questions relating to all texts. Boys outperformed girls on a few multiple-choice questions. The gender gap was the smallest on questions assessing Overall Reading Expectation 3.	Continue to help **male students** develop literacy skills across all subject areas by explicitly teaching the processes that effective readers use.
English Language Learners and Students with Special Education Needs (Excluding Gifted)	English language learners performed better on questions assessing Overall Reading Expectation 2 than on those assessing Overall Reading Expectation 1. Students with special education needs and English language learners did not perform as well as the general population. Their pattern of relative strengths and weaknesses across questions was similar to that of the general population. Students with special education needs did slightly better on multiple-choice questions than on open-response questions. Their scores were the highest on the short and long narratives. They had the most difficulty with the poems.	Support **English language learners** with purposeful talk during the literacy learning block to build on prior knowledge and scaffold their learning. Continue to use **differentiated instruction** when working with students with special education needs. Continue to incorporate visual tools (e.g., **concept maps**), vocabulary tools (e.g., word charts) and scaffolds (e.g., paragraph frames) to assist English language learners and students with special education needs across all subject areas.

Junior Division: Writing	Observations:	Strategies for Improvement:
Writing Skills	Student performance improved across all writing skills between 2008 and 2009. As in 2008, when responding to the short- and long-writing tasks, students performed better on Writing Skill 3 (using conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication) than on Writing Skill 1 (developing a main idea with sufficient supporting details) and Writing Skill 2 (organizing information and ideas in a coherent manner).	Continue to provide an effective writing program using **key instructional approaches.** Provide students with authentic and meaningful writing tasks so they practise developing a main idea with sufficient supporting details presented in a clear, coherent manner. Participate in **moderated marking** sessions to facilitate the use of consistent criteria and terminology when providing feedback for improvement. Ask students to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. **Conference** with students to provide feedback on their writing to assist them in making the connection between the criteria that were satisfied and those that were not. Regularly use a topic-development-focused writing conference to encourage students to clarify their main idea and develop it with specific relevant details. Explain the next steps so that the student can make his or her writing clear and coherent.
Overall Writing Expectations from the Curriculum	In general, students performed well on Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students performed less well on multiple-choice questions and open-response tasks measuring Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style in writing). However, students were least successful on multiple-choice questions measuring Overall Writing Expectation 3 that required them to identify the sentence written correctly.	Continue to provide modelled- and shared-writing mini-lessons. Explain that good writers reflect on and develop their skills, or their craft, to become more effective. Use **craft of writing** topics, such as effective leads, voice, complex sentence structure, idea sequencing and closing sentences. Encourage the use of **graphic organizers** to outline the beginning, middle and end of a piece of writing; to group main ideas and supporting details into well-organized units; and to ensure that the answer fits in the space provided for the answer. Continue to provide opportunities for students to develop endurance for longer writing tasks. Use on-demand writing prompts regularly, and model how to **focus** on a few relevant ideas and adequately develop them with specific and relevant supporting details, as opposed to simply listing several underdeveloped ideas and details.
Question and Writing Task Types	As in 2008, students performed better on multiple-choice questions measuring Writing Skill 1 and Writing Skill 2 than on the topic-development rubric for the writing tasks. Students performed slightly better on the two short-writing tasks than on the long-writing task. Scorers reported that, in general, students demonstrated a good understanding of the requirements of different forms, purposes and audiences.	Continue to work with students on the written **text forms** required by the curriculum, and model how to organize writing in each form. Explicitly share and discuss in detail models of good writing, pointing out elements such as sentence structure, paragraphing and vocabulary, so that students become aware of the choices that the writer has made. **Gather evidence** about student writing and determine the area of greatest need. Design classroom assessments and common criteria that reflect what successful student work looks like. Share these as well as the EQAO rubrics and anchors with students, so they are aware of what is expected of them. Have them assess sample work and decide on next steps to improve it.

Junior Division: Writing	**Observations:**	**Strategies for Improvement:**
Question and Writing Task Types (continued)		Continue to give students opportunities to explore their interests, lives and world beyond the classroom through **non-fiction writing.** Model the selection and organization of ideas, and have students work in small groups, keeping in mind their purpose (i.e., to explain, persuade, describe or inform) and the audience they are addressing. Continue to model careful reading of the writing prompts, with a focus on using a highlighter to identify the topic, written form, purpose and audience.
Gender	Female students consistently outperformed male students on multiple-choice writing questions and on the short- and long-writing tasks. Male students performed better on the short-writing tasks than on the long-writing task.	Use **writing frames,** which are outlines or templates that give students a structure for communicating what they want to say, as students begin a writing task. Encourage students to move beyond using them mechanically to organizing their writing organically. Continue to use classroom practices proven by **teacher inquiry projects** to improve boys' literacy achievement, such as social interaction before writing. Continue to provide a variety of writing topics that are of interest to both genders. Make reading and writing an engaging focus in the classroom in all subjects.
English Language Learners	English language learners did not perform as well as the general population. Their pattern of relative strengths and weaknesses was similar to that of the general population. English language learners performed better on multiple-choice questions measuring Writing Skill 1 and Writing Skill 2 than on the writing tasks. Students performed slightly better on the two short-writing tasks than on the long-writing task. English language learners performed better on the use-of-conventions rubric than on the topic-development rubric for the short- and long-writing tasks.	To assist **English language learners,** continue to incorporate visual tools (e.g., paragraph frames) for all subject areas. Provide opportunities for students to communicate, orally and in writing, in their home language to brainstorm, rehearse and plan ideas for writing.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs did not perform as well as the general population. Their pattern of relative strengths and weaknesses was similar to that of the general population. Students with special education needs performed better on multiple-choice questions measuring Writing Skill 1 and Writing Skill 2 than on the writing tasks. Students with special education needs performed slightly better on the two short-writing tasks than on the long-writing task. Students with special education needs performed better on the use-of-conventions rubric than on the topic-development rubric for the short- and long-writing tasks.	Encourage **students with special education needs** to use **assistive technologies** for idea generation, organization and completion of writing tasks, whenever possible. **Differentiate instruction** for students with different needs through activities such as small-group-focused lessons, graphic organizers and guided practice.

Junior Division: Reading and Writing

List of Resources

Except as noted, for the following suggested strategies for reading, go to

- www.eworkshop.on.ca;
- click "Literacy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

Activate prior knowledge: Go to

- page 88 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 5, Reading*
- the online teaching resources at www.eworkshop.on.ca

Click or clunk: Go to page 55 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 1, Junior Learner, Part 1*

Concept map: Go to

- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf
- the webcast *Building Upon Our Successes* at http://www.curriculum.org/secretariat/september28.shtml

Cueing systems: Go to page 16 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 5, Reading*

Differentiated instruction: Go to the webcast *Differentiated Instruction: Continuing the Conversation* at http://www.curriculum.org/secretariat/march29.shtml

English language learners: Go to

- pages 1 and 3–8 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 3, Planning and Classroom Management*
- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
- the webcast *Teaching and Learning in Multilingual Ontario* at http://www.curriculum.org/secretariat/december7.shtml

Learning block: Go to

- "Learning Blocks for Literacy and Numeracy" at http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf
- "Timetabling" on pages 45–50 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 3, Planning and Classroom Management*

Locating information and determining its importance: Go to

- pages 47–48 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 1, Junior Learner, Part 1*
- "Sample Lesson 2.1—Identifying the Main Idea and the Author's Purpose" in *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 5, Reading*

Male students: Go to

- pages 17–21 and 37–38 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* at http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf
- the resources at http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html

Modelled, shared and guided reading: Go to

- pages 60–77 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 5, Reading*
- Comprehending in Action: Synthesizing (Module 4) PowerPoint presentations and teacher resources, including model lessons and lesson plans at http://www.curriculum.org/LNS/coaching/profresources.shtml

Poetry: Go to

- Research Monograph #7 from the Literacy and Numeracy Secretariat, "Poetry: A Powerful Medium for Literacy and Technology Development" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf
- pages 111–114 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing*

Teacher moderation: Go to

- "Capacity Building Series, Special Edition #2, Teacher Moderation: Collaborative Assessment of Student Work" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- the webcast *Teacher Moderation: Collaborative Assessment of Student Work* at http://www.curriculum.org/secretariat/september10.shtml

Teaching-Learning Critical Pathway: Go to the "Capacity Building Series, Special Edition #6, Teaching-Learning Critical Pathways" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Think-alouds: Go to

- the Expert Panel Reports or *A Guide to Effective Literacy Instruction, Grades 4–6: Volume 5, Reading*
- the strategies and sample lessons on pages 44–47 and 56–59 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12* at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf

Use support: Go to pages 34–38 of *A Guide to Effective Literacy Instruction: Volume 5, Reading*

Except as noted, for the following suggested strategies for writing, go to

- www.eworkshop.on.ca;
- click "Literacy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

Assistive technologies: Go to Chapter 10, "Computer-Based Assistive Technology," *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Conference: Go to pages 25–27 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing*

Craft of writing: Go to page 20 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing*

Differentiate instruction: Go to the webcast *High-Yield Strategies to Improve Student Learning,* Part 3: The Gradual Release of Responsibility Model—Clip Four: Differentiated Writing Instruction at http://www.curriculum.org/secretariat/may2.shtml

English language learners: Go to

- pages 1 and 3–8 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 3, Planning and Classroom Management*
- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf
- the webcast *Teaching and Learning in Multilingual Ontario* at http://www.curriculum.org/secretariat/december7.shtml

Junior Division: Reading and Writing

List of Resources (continued)

Focus: Go to "Mini-lesson: Bringing Focus to a Piece of Writing," on page 77 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing*

Gather evidence: Go to

- the webcast *Teacher Moderation: Collaborative Assessment of Student Work* at http://www.curriculum.org/secreatriat/september10.shtml
- "Data in Action: Exploring the Many Layers of EQAO Assessment Data: Peeling the Onion" at http://www.eqao.com/eMagazine/2008/10/eMagazine.aspx?Lang=E

Graphic organizers: Go to

- page 50 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing*
- the resources at www.eworkshop.on.ca

Key instructional approaches: Go to pages 29–36 of *A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume 6, Writing*

Moderated marking: Go to

- "Capacity Building Series, Secretariat Special Edition #2, Teacher Moderation: Collaborative Assessment of Student Work" at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- the webcast *Teacher Moderation: Collaborative Assessment of Student Work* at http://www.curriculum.org/secretariat/september10.shtml

Non-fiction writing: Go to

- the webcast *Non-Fiction Writing* at http://www.curriculum.org/secretariat/april18.shtml
- the webcast *High-Yield Strategies to Improve Student Learning*, Part 4: Teaching Non-Fiction Writing—Clip One: Reading Conference: Text Structure (persuasive writing) at http://www.curriculum.org/secretariat/may2.shtml
- the webcast *Quality Teaching: It's Intentional*, Dr. Douglas Reeves: Non-Fiction Writing at http://www.curriculum.org/secretariat/april21.shtml

Students with special education needs: Go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Teacher inquiry projects: Go to

- *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* at http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf
- the resources at http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html

Text forms: Go to

- pages 11–13 of *A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6: Writing*
- "Capacity Building Series, Secretariat Special Edition #5, Non-fiction Writing for the Junior Student" at http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf

Writing frames: Go to page 20 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* at www.edu.on.ca/eng/document/brochure/meread/meread.pdf

Junior Division: Mathematics	Observations:	Strategies for Improvement:
Number Sense and Numeration	Overall, students performed well on questions involving estimation. Students had greater difficulty with questions involving rate and ratio. Scorers noted that successful solutions to • question 28 often showed each step of the solution process. • question 29 often used drawings with a common unit to represent and compare fractions.	Instruct students to differentiate between when to apply **estimation strategies** and when to use calculations. Provide students with opportunities to compare fractions using different representations (e.g. pictorial, percent, decimal, common denominator, common numerator). Continue to demonstrate a variety of ways to justify answers (e.g., diagrams).
Measurement	Students did well when asked to find the area of a rectangle but were less successful with questions involving the area of a parallelogram. Students struggled with the question involving the conversion of metric area units. Scorers noted that successful solutions to question 10 often included evidence of understanding the dimensions of the shapes needed to calculate their areas.	Provide opportunities for students to construct and deconstruct **parallelograms** using triangles to reinforce the area relationships. Provide students with practice converting from square metres to square centimetres using a factor of 100 × 100.
Geometry and Spatial Sense	Students performed equally well on open-response and multiple-choice questions involving transformations. Students did well identifying angles as obtuse, acute or right. Scorers noted that successful answers to question 7 included precise measurements and accurate use of rulers and protractors.	Continue to provide students with opportunities to develop their spatial sense by identifying, performing and describing **transformations.** Instruct students to make drawings when appropriate as part of their problem-solving process.
Patterning and Algebra	Overall, students continue to perform well on questions dealing with growing patterns. Scorers noted that successful solutions to question 9 often included representations (e.g., diagram, number sequence) of the next stages of the pattern.	Continue to model appropriate **problem-solving strategies** (e.g., act it out, make a model with concrete materials, draw a diagram, use guess-and-check, make a table) and provide students with opportunities to solve a variety of engaging problems.
Data Management and Probability	Students continue to be challenged by questions involving concepts of probability. In general, students performed well when required to create a broken-line graph. Scorers noted that successful solutions to question 8 compared probabilities using common representations (e.g., common denominators, percents or decimals).	Provide students with opportunities to strengthen their **proportional reasoning** through probability questions involving predicting and representing the probability of an outcome. Provide opportunities for students to create and interpret graphs with the same data but using different scales.

Junior Division: Mathematics	**Observations:**	**Strategies for Improvement:**
Question Types	Students had difficulty with multiple-choice questions and open-response tasks involving a multi-step solution process.	Continue to provide opportunities for students to work in groups on questions involving a multi-step process to investigate different **problem-solving strategies** and to describe their similarities and differences.
Gender	Girls performed slightly better on open-response questions.	Have students work in mixed-gender groups to benefit from viewpoints of the other gender.
English Language Learners	Once again, English language learners scored slightly lower than the general Grade 6 population.	Continue to provide **English language learners** with opportunities to solve mathematical problems in contexts that strengthen their English-language skills.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs did not perform as well as the general Grade 6 population in any strands. They had slightly more difficulty with multiple-choice than with open-response questions.	Provide opportunities for students to practise answering multiple-choice questions and develop strategies such as eliminating answer choices.

Except as noted, for the following suggested strategies for mathematics, go to

- www.eworkshop.on.ca;
- click "Numeracy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

English language learners: Go to *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Estimation strategies: Go to pages 25–26 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Number Sense and Numeration, Grades 4 to 6: Volume 1, The Big Ideas*

Parallelograms: Go to pages 33–34 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Data Management and Probability, Grades 4 to 6*

Problem-solving strategies: Go to pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Proportional reasoning: Go to pages 41–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Number Sense and Numeration, Grades 4 to 6: Volume 1, The Big Ideas*

Transformations: Go to pages 66–72 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Geometry and Spatial Sense, Grades 4 to 6*

Case Studies: Schools on the Journey of Learning

Case Studies: Schools on the Journey of Learning

Observations from the Field

School Success Stories: Primary and Junior Divisions

The release of EQAO data has become a catalyst for annual reflection and discussion among Ontario's educators. While the assessments themselves mark the end of a cycle of instruction, learning and evaluation, the analysis of EQAO results marks the beginning of a cycle of improvement planning across our school communities.

Once again, EQAO is pleased to profile 12 elementary school communities from across the province that are using provincial assessment results as evidence contributing to their own improvement planning. The profiled schools are at various stages in their own journey of learning and continuous improvement. They are all representative of the dedicated school communities that can be found right across Ontario. The schools are notable for their leadership, proactive initiatives, positive attitude and sincere efforts to help every child succeed. These are schools that have adopted an action plan based on their unique individual circumstances and actively work toward improved student outcomes.

The collection of these stories provides yet another opportunity for EQAO to engage the education community. Working with the stories is an enriching experience that also gives schools an opportunity to pause and reflect on what they have accomplished and where they want to go. We are pleased to shine the spotlight on the dedication of these schools and trust that the strategies they have put in place can serve as an inspiration for other schools across the province.

Some of the common themes that schools identify as factors in addressing the literacy and numeracy needs of students are professional learning communities; data-driven decision making; a whole-school approach to literacy, numeracy and student achievement; small-group learning for literacy and numeracy; differentiated instruction; high-quality teaching; early intervention; tracking of all student progress; parental involvement; the coordination of school and board improvement planning; and implementing Ministry of Education initiatives.

EQAO celebrates these schools' stories and applauds the efforts of Ontario's educators, parents and public as we all work together to inspire students to become successful learners.

Dr. S. J. Phillips Public School

DURHAM DISTRICT SCHOOL BOARD

Student population: 459; Grades: JK–8; Principal: Barbara Hardy

In downtown Oshawa, Dr. S. J. Phillips Public School offers exceptional educational opportunities for 459 students in kindergarten to Grade 8 and embraces the recent multicultural influences that are altering and enriching its environment. Once predominantly English-speaking, the community is now more linguistically diverse. Despite increasing disparity in socio-economic conditions within its boundaries, this school maintains high standards for all students.

Over the past five years, participation rates in EQAO assessments have risen to 100%, boys have narrowed the gender gap significantly and students with special education needs are improving their performances. Teachers, at the same time, are broadening their considerable knowledge and skills through dialogue and data. EQAO results reveal student growth in all areas of assessment in some years since 2004, ranging from substantial (a 10-percentage-point increase in primary writing) to spectacular (45-point increase in junior writing) and levels of performance that exceed both board and provincial averages.

Each year, after celebrating past successes, the staff analyzes EQAO data and plans intervention strategies to address gaps in student learning. The Profile of Strengths and Areas for Improvement reports are especially useful in establishing the school's focus for the year. When the areas of competence or concern are the same in the primary and junior divisions, teachers work as a team to address them. For instance, last year both divisions struggled to apply writing conventions. Similarly, in math, both divisions needed to improve number sense and numeration, data management and probability and measurement skills. Comprehension, Attitudes, Strategies, Interest (CASI) and Developmental Reading Assessment (DRA) data confirmed that a focus on literacy and mathematics was necessary.

The support and guidance that Principal Hardy offers teachers inspire and encourage them to take risks in the interest of professional development. Last year, for example, while the staff was exploring Arthur Hyde's *Comprehending Math: Adapting Reading Strategies to Teach Mathematics*, she modelled the teaching techniques described in the book for teachers in their classrooms. Her example led teachers to model lessons for one another and share in other ways. Sharing ideas and resources is now a regular part of the monthly staff meeting.

Barbara Hardy, principal

After noticing a significant gender gap in achievement levels in 2006–2007, the teachers decided to focus on boys' writing. In 2008, they met by division to study and discuss Ralph Fletcher's writing strategies for boys. In time, teachers discovered that the strategies also worked well with girls. The entire school now uses Fletcher's approach to improve the revising and editing of written responses.

While Principal Hardy acknowledges that there are many reasons for the remarkable gains her students have made in EQAO assessments over the past five years, she is clear that

"Recognizing, valuing and respecting the vast range of practice within this staff encourage teachers to share individual strengths, passions and knowledge with each other. [When I showed the] teachers that I too wanted to learn and didn't do things perfectly, the process of learning new strategies together became fun. I encourage the 'messy business of education' in the school."

—Barbara Hardy, principal

"As soon as teachers hit the school parking lot, they are ready and available to assist students. I know that the teachers have passion, and they bring their best to school every day."

—Barbara Hardy

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	56%	62%
Male	44%	38%
English language learners	0%	0%
Special education needs	13%	17%
Born outside Canada	5%	4%
First language learned at home other than English	3%	4%

"time on task" is the key. Teachers use a wide variety of instructional strategies, so student engagement is strong. Principal Hardy capitalizes on teachers' strengths and "helps them be the best they can be."

Structural changes, such as a reduction in the time students spend in transition between classrooms, support teaching and learning. Throughout the school a sense of calm, quiet concentration prevails.

With behavioral issues, the teachers work together rather than send students to the principal's office. The principal's high visibility in the schoolyard prevents outdoor conflicts from infringing on classroom time. Her similar "over the fence" approach to community relations fosters close communication and parental support, which translates into improved student learning. The staff is stable, with teachers leaving only due to promotion or retirement. The strong likelihood that every teacher will eventually teach every child in the school provides the foundation necessary for school-wide initiatives.

A support teacher is assigned to each of the three divisions in the school and is involved in team planning meetings in order to assist the classroom teachers with differentiated instruction more effectively. Assistive technology allows students with special education needs to demonstrate their learning on classroom assessments. It is available year-round, so students are familiar with it.

Principal Hardy collects important data through daily classroom visits. She knows the name of every student and has a vast knowledge of their abilities and needs.

The board has been supportive, subsidizing release time for interpreting EQAO data and for professional development and thereby promoting dialogue among staff.

Additionally, board-sponsored workshops based on Debbie Miller's *Reading for Meaning* presented high-yield strategies and provided bins of books organized by reading strategy. The latter became the beginning of the school's resource room. The school has since added more guided reading materials and math manipulatives.

The combination of strong, inspirational leadership and caring teachers with high expectations for all students has brought about improvements in student learning and positive change for the entire school community.

"I like the way the whole board tries to make data accessible to everyone. There are answers in the EQAO reports."

—Barbara Hardy

Dr. S. J. Phillips Public School

Dunwich-Dutton Public School

THAMES VALLEY DISTRICT SCHOOL BOARD

Student population: 307; Grades: JK–6; Principal: Scott Askey

Established as a high school in 1927 and converted to serve junior kindergarten to Grade 6 in 1973, Dunwich-Dutton Public School in Thames Valley has a proud tradition of service and commitment to its predominately rural population. Because of this long history, parents and other community members feel a strong attachment to this eco-friendly school. Many teachers live locally and share the powerful community bond.

Although there is little mobility in this prosperous English-speaking farming community, declining enrolment has caused some staffing losses over the past five years. Most of the school's 307 students are bused. Whereas both genders demonstrate exceptionally strong math skills, girls have traditionally outperformed boys on the literacy components of EQAO's assessments. This year, however, Grade 3 boys narrowed the gender gap significantly.

There is much to celebrate at Dunwich-Dutton Public School. The atmosphere that pervades its classrooms is one of intense involvement, enjoyment and concentration. It is clear that teachers have deliberately designed a highly structured learning environment with enough built-in flexibility and scope to allow differentiated learning to occur.

Scott Askey, principal; Debbie Vowel; Martha McDonald; Ann Pigeon

In an effort to improve boys' literacy, the staff introduced a broad spectrum of literature to classroom libraries and provided reading materials chosen specifically to appeal to male interests. Strategies and resources such as quick-writes, anchor charts, rubrics and technology (Smart Boards) keep boys engaged and focused on literacy tasks.

The teachers at Dunwich-Dutton use their own DRA data and pupil-conferencing records along with EQAO data to identify gaps in the curriculum, highlight specific student needs and plan interventions. If these interventions fail, the teachers look for causes and seek solutions by collectively re-evaluating the relevance of their teaching strategies, methods of delivery and teaching materials. A data wall is used to flag students requiring attention. Close communication with parents is an integral part of this process.

> **"Teachers do a great job of differentiated teaching. You can walk into any classroom and you won't know who is struggling, because they are all working at a level that is just right for them."**
>
> **—Scott Askey, principal**

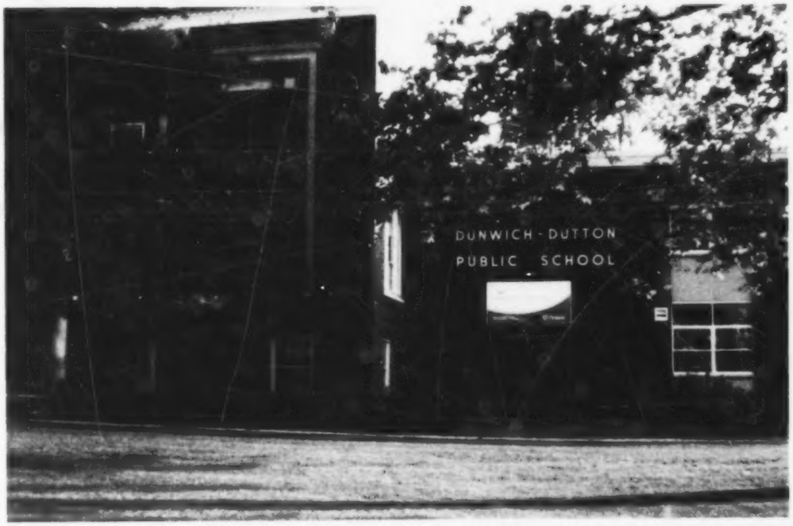
Two years ago, the school adopted a writing improvement plan featuring student-teacher conferencing targeting writing separately and ensuring that all genres are being addressed in every classroom. Teachers consult students and offer specific feedback to improve their writing skills. In addition, students evaluate samples of other students' writing before attempting their first independent piece. Data from the school's action research project examining the effect of individual conferencing on student writing showed impressive results.

Professional learning is essential to this school's success. Staff meetings are used to discuss and share strategies and information. Recently a professional development activity introduced the staff to the importance of using common language in all subject areas. This professional information was delivered by teachers who had used the method, which validated the message and encouraged the staff to follow their lead. For similar reasons, the Answer Prove Explain (APE) formula for answering questions, the student anchor chart model and critical pathways are now embraced throughout the school.

"Teachers in this school employ a hands-on approach, using graphic organizers, breaking down tasks into manageable chunks and modelling for students so they know what is expected of them."

—Scott Askey

To supplement its literacy program, Dunwich-Dutton received financial support from the board through Ministry-sponsored Ontario Focused Intervention Partnership grants. Two years ago, teachers used DRA data to identify students who would benefit from assistance in reading and writing and developed an assistance program for each. Tutors were trained by teachers to deliver the assistance, thus ensuring continuity in instructional techniques and their relevance to the data. The progress in both programs was significant.



Dunwich-Dutton Public School

Administration and staff, believing in the power of community involvement to address the needs of the whole child, recently gained tremendous support through a poster campaign focusing on writing skills. Close ties with the town librarian and parent volunteers are valued at Dunwich-Dutton. Recently, for instance, a group of trained volunteers worked with Grade 2 students helping them to break down written instructions into essential elements. Data gleaned from "pre" and "post" tests and running records indicated remarkable progress in reading proficiency, with some students improving by as many as two grade levels.

Student successes are celebrated at monthly assemblies, another way in which this dynamic and innovative staff engages and motivates students. Opportunities for student growth abound in this community school. Meticulous and collaborative data-based planning, exemplary teaching practices and a profound commitment to student learning abound at Dunwich-Dutton.

"I take great pride in being at this school. It's just amazing to see the things that are happening here, and it's all because of the kids. We have an excellent music program. The staff is very focused on student learning. Through and through the teachers are committed. They care."

—Scott Askey

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	36%	58%
Male	64%	42%
English language learners	0%	0%
Special education needs	4%	20%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

E.T. Carmichael Public School

NEAR NORTH DISTRICT SCHOOL BOARD

Student population: 260; Grades: JK–6; Principal: Roslyn Bowness

E.T. Carmichael Public School, in North Bay, serves 260 students in kindergarten to Grade 6, with the majority walking to school. The demographics of the school have remained constant over the past five years. The students are predominantly English speaking, and there is a small Aboriginal population. The school community enjoys strong parental involvement and an active school council.

Principal Roslyn Bowness states that "at E.T. Carmichael School, we value data and how it drives what we're doing." In the fall, the school improvement team reviewed the EQAO data over time in the context of teachers' observations and data from the classroom, report cards, CASI and DRA. Using the experience gained from E.T. Carmichael's time as a pilot school for the School Effectiveness Framework and starting with the previous year's improvement plan, the staff took a dynamic approach to analyzing all the data. Release time allowed five key people to examine the data more closely and to build a framework to share with the rest of the staff. This team led the whole staff through a systematic process whereby the teachers set Specific, Measurable, Attainable, Realistic and Timely (SMART) goals and suggested strategies to address areas of weakness as highlighted by the data. As a visual cue, the teachers wrote these strategies on wall charts. The resulting dialogue and selection of strategies for implementation gave the team insight into how the school could use the results to improve student learning. "For staff, the profound aspect of data collection is that everyone is involved and there is ownership of everything: from every piece of paper on the wall to every strategy implemented in the classroom," says Principal Bowness.

The team examined the EQAO student questionnaire results for both Grades 3 and 6 and discovered that the students do not enjoy reading. This discovery was an impetus for staff to dig deeper into the survey results and all the classroom assessment data. The first step was to ascertain what students mean by "reading" and to determine whether they realize it includes their interaction with magazines and other text forms. The staff values its partnership with parents and understands the importance of involving the parent community in its efforts to improve students' skills and attitudes toward reading. The staff made a presentation to the school council, who were excited about and supportive of the plan, and recognized that the students needed to get excited about reading.

Many reading-related initiatives were introduced. As a team, the staff developed "Story Talk," a list of strategies to assist parents at home in reading with or to their children. The staff also developed parent newsletters for kindergarten to Grade 6. The school engaged a storyteller four times a year to increase the students' enthusiasm for reading.

One of the most successful initiatives, "For the Love of Reading," brought parents and grandparents to school to read with groups of students. This powerful and enjoyable event grew to include other collaborative activities such as cookie decorating. The parent council was enthusiastic and purchased books for these events from a list provided by staff.

The Longest Literacy List challenged students to look at everything that had words or numbers on it. Classes had to find as many examples as possible, and teachers celebrated all that the students contributed. Students worked hard to make their class's list the longest, thus creating the excitement for reading that teachers had hoped for.

E.T.CARMICHAEL PUBLIC SCHOOL

E.T. Carmichael Public School

Lotje Hives, literacy coach; Roslyn Bowness, principal

Resources were itemized and shared so that the budget could be maximized to provide as much diversity in reading materials as possible. The Great Book Exchange, which asked families to share "gently used books," was begun. Children brought in books and sorted and counted donations by genre for the exchange. Every student who brought in a book received a ticket to choose another to take home. Students shared their tickets with others who had no books to exchange. The administration also had tickets to give to students, which gave the principal an opportunity to interact with the students at the exchange. Another positive outcome was parents donating books to share with other adults, which provided an excellent model for the children.

Inspired by the success of the book exchange, the staff decided to initiate one involving magazines. They were specific about the kinds of magazines they needed, and the response was tremendous. Students counted, sorted and graphed the donations. They used various kinds of graphs, thus integrating numeracy and literacy. The magazines were then divided among the classrooms for use. The staff also purchased specific resources to encourage reading among boys, and all students enjoyed read-alouds from special guests.

The success of these many strategies was the result of all staff members having ownership of all initiatives and data collection and of their commitment to the belief that all students can succeed. Principal Bowness says: "As teachers, we know our students best, but the data helps us to know our students better. The data supports us." The alignment of the SMART goals, the coordinating of teaching and assessment strategies, resources and professional development activities, and the encouragement of parental involvement are all supported by the school's climate. The trust among the staff, the shared leadership and professional learning community sessions allowed the staff to build capacity and take ownership of the school improvement plan. Teacher moderation concerning assessment ensured the same language and practices were used throughout all classrooms. Students knew what was expected, which led to the improvement of oral and written work. The staff used their expertise to develop common anchor charts and exemplars and modelled them in all classrooms. The staff's belief that "there is no best practice; there is only better practice" is the foundation for the school's work.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	49%	41%
Male	51%	59%
English language learners	0%	3%
Special education needs	11%	21%
Born outside Canada	6%	0%
First language learned at home other than English	3%	0%

"We at E.T. Carmichael are very fortunate to have full staff ownership leading to meaningful and authentic involvement by all staff. We are a collaborative culture with shared leadership where everyone brings their experience and expertise to the table creating a school improvement plan that is specific to our students. Everyone is committed as a group to provide opportunities that allow students to be the best they can be and they truly believe that all students can be successful."

—Roslyn Bowness, principal

Glenview Public School

HALTON DISTRICT SCHOOL BOARD

Student population: 340; Grades: JK–6; Principal: Deborah Renton

• show ide in our school
o ou ir share
spe ne a th
t i ed
en

Pat Mifflin; Suzanne Mac Isaac; Deborah Renton, principal; Deb Sylvester; Paul Thomson

Glenview Public School, in Burlington, has a mixed socio-economic population of 340 students in junior kindergarten to Grade 6. The school's demographics are changing due to the loss of French Immersion programs, boundary changes and the increased availability of affordable housing. Glenview has tremendous provincial, board and community support (e.g., through the Our Kids Network) to address varied student needs. Fourteen of the school's students have been formally identified as having special education needs, and another 20 are on Individual Educational Plans.

Working together in a whole-school approach, the staff first studies EQAO data, such as those in the Detailed School Results and the Item Information Report, with a focus on student achievement over time. For appropriate grades, the educators use Price Milburn (PM) Benchmarks, DRA, the Early Development Instrument and the Teacher School Reading Inventory. Writing samples, letter-sound-awareness results and sight-and-spelling word inventories are other important data tools.

The school effectiveness plan is driven by data on student learning. The staff links areas of challenge to the expectations and then targets those expectations to improve student achievement. This year, after reviewing the data, the staff decided on a school- and curriculum-wide focus on literacy with particular emphasis on making inferences from texts.

Glenview uses EQAO's Web site, webcasts, sample questions and "Summary of Results and Strategies for Teachers" as well as Halton's Literacy Model best practices for professional learning. The board has been extremely supportive with professional development, and Glenview makes good use of all resource personnel and opportunities available.

The teachers say they now use data to guide their teaching practices and focus their energy. Data allow them to focus on direct teaching methods related to specific skills. They believe they have developed a better understanding of the curriculum expectations, which they place on a continuum and review systematically. Teachers moderate instruction based on continual assessment, and students are taught to use frameworks such as APE. To improve questioning skills, the educators use EQAO exemplars and anchor charts along with commercial products such as *Better Questions, Better Answers*. Finally, data drive the purchase of resources and even the physical layout of classrooms to support flexible groupings of students. Collaboration among grade teams is important at Glenview. Curriculum alignment at the school level begins here as the teachers target key

> **"The change that has happened [at Glenview] is the professional sharing of what is going on in our classrooms. We went back to direct teaching and modelling the instructional components for the children. We wanted common language and common practices. We looked at planned, purposeful, instructional points for our teaching."**
>
> **—Paul Thomson, special education resource teacher**

"Grade teams meet to discuss where they are heading. Differentiation is the goal of each teacher. Everything we do is backed by the data and long-range plans. Everything is data driven."

—Deborah Renton, principal

expectations. SMART goals are used to plan six-week school-wide Teaching-Learning Critical Pathways, with weekly evaluations and "pre" and "post" assessments that include EQAO-type open-response questions. The results are colour-coded on a file-folder data board, and this profile is passed along with the student.

Timetables are set to accommodate common planning times and literacy or numeracy blocks where possible. Interruptions and distractions are limited during optimal learning times, and teachers use direct and differentiated teaching and the common language of the curriculum. Every hall bulletin board in the school reflects the language and expectations of the Teaching-Learning Critical Pathway.

If Glenview had a motto, it would be "Teacher learning, student learning." Every parent council meeting and every newsletter has a report on both teacher and student learning. Parents are well informed in both areas and understand how these two components are related to data and the school effectiveness plan.

The teachers at Glenview recognize the importance of data to decision making. The curriculum is large, but data help them focus and refine their teaching. Teachers use data to link each child to a story, to guide what they do in the classroom and to engage their students in the learning process.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	45%	40%
Male	55%	60%
English language learners	0%	0%
Special education needs	11%	17%
Born outside Canada	6%	4%
First language learned at home other than English	6%	4%

GLENVIEW PUBLIC SCHO

Glenview Public School

"The purpose of data is to drive instruction and make you reflect on your practice. You can collect a lot of data, but unless you have a purpose for it there is no point. We have always collected data, but didn't always know what to do with it. Now, we do. We get results; we look at the results and think where do we go from here?"

—Deborah Renton

St. Joseph Catholic School

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student population: 344; Grades: JK–8; Principal: Janet Demaiter

St. Joseph Catholic School, in Belleville, is in the Algonquin and Lakeshore Catholic District School Board (ALCDSB). Most of its 344 students were born in Canada and are from middle-income homes. About 15% of the school's population has been identified as requiring special education. The school runs three buses to pick up children from the suburbs and outlying areas. Parents in the school community are keenly interested in their children's education. The staff members are mutually supportive.

The ALCDSB reviews board-level EQAO data as part of its improvement planning. A breakdown of board and individual school results are reviewed with school administrators, and areas requiring improvement are identified for the board and school improvement plans.

Katie Williamson; Janet Demaiter, principal; Bonnie Fielding; Jeff Plante

Last year's literacy goals focused on the critical literacy expectations from the language component of *The Ontario Curriculum*. When the St. Joseph staff members reviewed the 2008 primary and junior assessment results, they saw a need for student improvement in critical literacy skills, especially in drawing inferences and making connections to the text for open-response reading questions. The St. Joseph staff adheres to Hill and Crevola's three Ps: with student learning at the centre, all planning, instruction and assessment are rooted in "personalization, precision and professional learning."

> "At the school level, we looked at EQAO, CASI, PM Benchmarks, provincial reports and student profiles to identify areas of student need, and subsequently focused on the critical literacy and critical thinking expectations, which aligned with the board focus. We believed that improvement in these areas would have a positive impact on all other aspects of student learning and achievement."
>
> —Janet Demaiter, principal

Professional learning at St. Joseph is supported by the ALCDSB through its Learning Networks framework. As a board-designated "Focus School," St. Joseph made the Teaching-Learning Critical Pathways model the vehicle for improvement in critical literacy throughout the school. The Teaching-Learning Critical Pathway provides teachers with a prescribed three-stage process to manage classroom instruction. This school-wide process involves working collaboratively with other teachers to plan learning, design classroom assessments and build collective understanding about classroom instruction and the evaluation of student work. A number of high-yield strategies and best practices featured in the educator resources on the EQAO Web site and the Literacy and Numeracy Secretariat's instructional DVDs were implemented school-wide.

In the first six-week pathway, the entire school focused on the same critical literacy expectations. Teachers used backward design and group planning to chart the pathway, working collaboratively to achieve a deeper understanding of higher-order questioning, the moderated marking process and rubric development. The entire school followed the Teaching-Learning Critical Pathway process as a professional learning community (PLC). This gave the staff opportunities for extensive professional dialogue, which led to common language and understandings. These, in turn, formed the basis of conversations about students and their progress. Class tracking sheets and data walls sparked discussion about groups of students and next steps and also prompted celebrations of students' progress.

"The Teaching-Learning Critical Pathway model was beneficial to both student and staff learning. As educators, we were engaged in a collaborative process that facilitated professional reflection and growth. Students focused on critical thinking and inquiry, which challenged and engaged them in their learning. Overall, precise instructional practice led to greater student achievement."

—Janet Demaiter, principal

Board-supported PLCs also gave the staff regular opportunities to become more knowledgeable and therefore more confident about working through the critical pathways collaboratively. The pathways provided a format for bringing about positive change. This focused approach to student learning and performance encouraged teachers to have conversations with one another about their students' progress.

> "Guiding our PLC process, the Teaching-Learning Critical Pathway was the right tool for moving students forward. It gave our staff a common understanding of what we were attempting to do to increase student success and a shared vision of how we were going to get there together. We saw evidence of how richer learning takes place when big ideas and high-yield strategies are common to every classroom and incorporated into our school assemblies, announcements, liturgies and surroundings. Students take ownership of their learning, and this sense of responsibility permeates their words and actions. Learning becomes holistic and deeper, and it is learning that stays with students and contributes to their becoming good global citizens."
>
> —Janet Demaiter

To help ensure a common approach to teaching the curriculum across all grades and divisions, the St. Joseph's staff embedded the structures, language and skills that characterize the EQAO assessments into regular classroom instruction and assessments. A weekly poetry lesson, for example, might include multiple-choice questions focusing on the use of text or the main idea, or comprehension questions requiring an open response.

Curriculum-based language and curriculum expectations are omnipresent in announcements, bulletin boards, newsletters and posters throughout the school. The staff believes this reinforces literacy skill development and helps students apply the skills to any assessment situation.

> "Conscious, explicit instruction on the part of the teacher translates to conscious understanding on the part of the student. Students acquire critical thinking skills they can apply to new and different learning situations; they can access prior learning and use it effectively, including in the writing of EQAO assessments."
>
> —Janet Demaiter

St. Joseph's staff continually reflects on what should come next. The staff is now working toward providing constant student feedback so that students can demonstrate skills independently. Above all, the staff works collaboratively to ensure student success.

"As a staff, we believe that each and every child we serve brings gifts, talents and abilities to our school community. It is up to us to nurture these gifts and provide our students with an environment in which they will flourish. This can occur only when we are all moving in the same direction."

—Janet Demaiter

ST. JOSEPH
CATHOLIC SCHOOL

St. Joseph Catholic School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	47%	51%
Male	53%	49%
English language learners	0%	0%
Special education needs	18%	20%
Born outside Canada	0%	5%
First language learned at home other than English	6%	5%

St. Bernadette Catholic School

DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Student population: 630, Grades: JK–8, Principal: Mary Lou Laramee

Amid a sea of packing boxes, Principal Mary Lou Laramee and the staff of St. Bernadette Catholic School, in Ajax, have maintained a strong focus on student success throughout the year, delivering the curriculum with little disruption to 630 students from diverse socio-economic backgrounds in junior kindergarten to Grade 8. Deemed "beyond repair," the school's current home is being replaced by a new two-storey building, which will open its doors in September 2009. While most students are Canadian-born and count English as their first language, there are a growing number of English language learners in the community. Students with special education needs comprise 13% of the student body. Although the number of students remains stable, there is some mobility. Teachers, however, tend to stay for many years due to the supportive principal and board.

Mary Lou Laramee, principal

St. Bernadette is a welcoming, compassionate, eco-friendly school community that helps families in need. The school offers breakfast and lunch programs, administered by staff and with funding from a variety of sources, to ensure that hunger does not interfere with learning. By addressing the practical needs of children and providing exceptional programming and innovative instruction, the school has been successful in improving learning among its students over the years.

A cohesive, committed, hard-working team, the teachers at St. Bernadette view school improvement as a shared responsibility. In early September, the entire staff met to review and analyze the new EQAO data and to identify students' strengths and areas of need. This information was used in the setting of Specific, Measurable, Attainable, Realistic and Timely (SMART) goals for the coming year. Areas requiring attention in the primary division included making connections and reading a variety of texts. In the junior division, meanwhile, students found making inferences to be problematic. The divisions shared data management and problem solving as areas of need in mathematics.

After considering the curriculum expectation "to read and demonstrate an understanding of a variety of text forms to construct meaning," the teachers at St. Bernadette confirmed the EQAO results through diagnostic assessments such as CASI and PM Benchmarks. The teacher-librarian worked with the teachers to feature a different genre each month, and the teachers worked together in divisions to map the related curriculum expectations using the cross-grade comparison charts from the Ministry Web site. This ensured that students deepened their skills and knowledge as they progressed through the grades. Release time was provided for teachers to work together to complete a Teaching-Learning Critical Pathway discussing common language for instruction, planning lessons, developing rubrics and measuring student achievement before and after instruction.

The EQAO Item Information Report is also used extensively to identify individual students and groups requiring interventions, for example, the formation of guided reading groups in classrooms so that students performing at Level 2 benefit from more focused instruction.

EQAO reports on gender inspired the Boys and Books Club, which offers participants 20 minutes in the gym followed by 20 minutes of reading. This popular initiative is improving reading skills and instilling a love of literature in the boys who participate.

"It's a group of people who work collaboratively for the same goal: the betterment of our children. 'Let each become all he or she is capable of being' is a phrase that best describes our work."

—Mary Lou Laramee, principal

"Everybody in our community is responsible for the reading of our children. The whole school community is involved."

—Mary Lou Laramee

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	44%	43%
Male	56%	57%
English language learners	0%	1%
Special education needs	11%	10%
Born outside Canada	9%	7%
First language learned at home other than English	2%	1%

Professional development is job-embedded: much of the coaching and mentoring takes place during the course of a regular day. The Ministry's *Education for All* report informs meetings. Discussions about individual student profiles, learning styles and differentiated instruction occur during PA days, staff meetings, divisional meetings and release time provided by the board. Lunch-and-Learns are rich with dialogue, as teachers share their expertise with one another through presentations.

The board provides substantial support for PA days, release time for teacher moderation, EQAO administration, early identification and intervention for speech and language issues as well as training in restorative justice circles.

Restorative justice circles are used when there are conflicts between students, or between students and teachers. By bringing students back into the fold, they work especially well for those who have become disengaged from school. Restorative circles allow the student to keep his or her dignity, and have instilled respect in the culture of the school and classrooms.

The school council actively supports St. Bernadette's goals with resources and supplemental programs. Last year, several popular children's authors visited the school.

Additionally, parent volunteers help with school-wide reading awards, the Borrow-A-Book program and reading with individual students.

From the distribution of kits for incoming junior kindergarten students to the cross-panel dialogue about the students entering high school and the transition binders that accompany them, St. Bernadette ensures that all students are afforded equal opportunities for success. Moreover, data walls, anchor charts, author and illustrator visits, cross-grade collaboration, after-school tutoring and special reading materials for boys are all indicative of the energy and passion that this staff invests in students. During EQAO administrations, the students have clearly demonstrated how effective these measures are.

The challenges relating to working in an old building during the construction of a new one have required flexibility from the staff. Despite the interruptions, the educators have maintained their priorities.

"We do not give up on students."

—Mary Lou Laramee

Rick MacInnis, vice-principal; Sabrina Hartley; Brenda Divilio; Karen Fullerton; Michelle Fortier; Jennifer Street-Keitzke; Beth Clancy; Mary Lou Laramee, principal

St. James Catholic School

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 382; Grades: JK–8; Principal: Lucie Cullen

In Lively, now part of the City of Greater Sudbury, St. James Catholic School serves 382 students from kindergarten to Grade 8 and offers a French Immersion program beginning in junior kindergarten. The majority of the students are bused, with some spending up to 50 minutes to and from school. The local community consists mainly of English-speaking families. Approximately 25% of the student population is drawn from the Ojibwa Whitefish Lake First Nation. Students with special education needs comprise approximately 30% of the population.

St. James has established an effective working relationship with the Whitefish Lake First Nation, which funds an education officer, who acts as a liaison with the school to support student learning. Aboriginal students are offered the option of taking a Native language course in Ojibwa rather than core French. The school's Native language teacher visits the Whitefish Lake First Nation regularly to teach the parents what he is teaching the students at the school. As a result of this ongoing interaction between the band and the school, parents from Whitefish Lake First Nation now participate more often at the school and on the school council.

Board-wide, principals use data from various sources to direct their school improvement plans. St. James principal Lucie Cullen believes that "the information received from EQAO is gold." When the school receives its Detailed School Results and other reports early in the school year, the principal examines them in detail, highlighting key areas for teachers, and begins to plan the direction the school will take. Looking at their EQAO results over time in conjunction with data from various sources, the school team pinpoints areas that require more work and develops its school improvement plan. Many of the strategies the team uses were introduced through professional development facilitated by the Ontario Focused Intervention Partnership 3 (OFIP 3) program, an experience that enhanced the ability of educators to dig deeper into the data and flag areas on which to focus.

Laurie Peterson; Lucie Cullen, principal; Tammy Lanci

The staff also examines data from classroom assessments, board-level mid-year assessments, DRA, CASI, running records and report cards to set goals for the school improvement plan. All data are tracked and displayed visually so information on every student's progress is always available at a glance. All students performing at Level 2 are highlighted and monitored throughout the year, and they are offered an optional after-school homework club. Students at Level 1 receive interventions from the special-education teacher. The assessment data tracked by teachers and provided to the board's data warehouse several times throughout the year assists the school in responding to specific student learning needs on a consistent and ongoing basis.

The reading of graphic and non-continuous text was one of the areas that staff determined needed intervention, based on their examination of their classroom and EQAO data, previous EQAO assessments and *The Ontario Curriculum*. The staff engaged in a six-week Teaching-Learning Critical Pathway with a focus on posters. The literacy team called many organizations to ask for their posters and brochures for the staff and students to examine. In addition, all classrooms analyzed various other types of graphic texts students encounter regularly. Teachers shared strategies and expertise and engaged in dialogue throughout this six-week block. As a result of this focused intervention, teachers noted that students' understanding and use of graphic and non-continuous text improved.

> **"The key to ongoing school success has been the consistency of staff and the development of common anchor charts, assessments and teaching strategies, and a consistent language throughout all grades."**
>
> **—Lucie Cullen, principal**

Non-fiction reading was another area of concern, identified through the team's analysis of the EQAO Item Information Reports and students' reading responses in class. The majority of students choose fiction as reading material. As a consequence, their responses to non-fiction selections needed special attention. Working collaboratively, the staff developed anchor charts and exemplars using common language so students would know and understand the expectations throughout their time at St. James. Teacher moderation sessions were planned, and teachers created rubrics and common assessments.

St. James also accessed the board's Tutor in the Classroom program initiative, in which university students are hired to assist in classrooms as determined by the principal and an in-school team. At St. James, the tutor came every morning to work with the Grade 3 students. Assessments were administered at the beginning and end of the initiative to measure its success. Running records were completed monthly as another means of gauging the students' progress.

According to Principal Cullen, "the most important and informative professional development staff was involved in was visiting other schools with similar demographics and size." Funds were made available to facilitate such visits, which allowed teachers to interact both in the classroom and in sessions for sharing strategies, skills and expertise. Through visits to two "schools on the move," St. James staff came to appreciate the value of anchor charts and teachers speaking the same language in every classroom. "The key to ongoing school success has been the consistency of staff and the development of common anchor charts, assessments and teaching strategies, and a consistent language throughout all grades," says Principal Cullen.

St. James Catholic School

Literacy is a priority throughout St. James. Principal Cullen runs a weekly Literacy Lunch, to which everyone is invited. Discussions centre on strategies teachers are using in their classrooms and progress being made by the students. Attendees often have the opportunity to view a webcast, which they then discuss. At school council meetings, the principal has also used webcasts focusing on strategies parents can use at home. Parents have been enthusiastic and have requested more sessions. With the support of the council, all fundraising activities target literacy resources for the school's book room and classroom libraries.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	48%	31%
Male	52%	69%
English language learners	0%	0%
Special education needs	16%	21%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

"The bond between the school staff, students and parents creates a sense of family at St. James Catholic School. The involvement of the parents in the school council and [their] support of initiatives have helped move the students forward and have contributed to the ongoing success of the school, [which has seen] a steady improvement in reading, writing and mathematics."

—Lucie Cullen

St. Louis Separate School

KENORA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 110; Grades: JK–6; Principal: Clyde Orr

St. Louis Separate School is in Keewatin, a suburb of the city of Kenora. Its 110 junior kindergarten to Grade 6 students come from varied economic backgrounds, and the majority are bused. St. Louis has 29 students with special education needs requiring an Individual Education Plan, 12 of whom have been formally identified by an Individual Placement and Review Committee. These students are all fully integrated and are withdrawn only for specific interventions. Seventeen self-identified Aboriginal students attend St. Louis.

"We find EQAO very valuable. We sit down first with the Grade 3, 6, and special education teachers to review, look over the strategies, and identify the areas that most need to be addressed for student improvement; then we bring it to the whole staff."

—Clyde Orr, principal

St. Louis staff members review EQAO results and resources to help identify the greatest needs when planning for school improvement.

St. Louis is a focused, data-driven school. The extensive use of data allows the staff to follow every child. EQAO resources such as the Cohort Tracking report allow teachers to compare improvements in programming over time. Teachers of Grades 3 and 6 examine the school's EQAO Profile of Strengths and Areas for Improvement, noting areas for growth. The whole staff is involved in data collection and improving teachers' strategies.

St. Louis Separate School

> "I think that's the key to our school. We work as a team, right from JK all the way to Grade 6. The Grades 3 and 6 teachers know what we need to do, but it is always the whole school that reinforces the concepts."
>
> —Lois Dale, Grade 6 teacher

In addition to EQAO reports, the staff uses PM Benchmark and CASI data, the Web Based Teaching Tool, the Reading Recovery Teacher Observation Summary, other observations and anecdotal records. As part of a multi-board initiative, junior kindergarten and Grade 1 teachers receive intensive training in the Oral Language Assessment. Although specifically designed for Aboriginal students, this assessment is an excellent program for all. The school improvement plan, budget and professional learning communities (PLCs) all take their direction from the school's review of information gathered by staff from myriad sources.

The Kenora Catholic District School Board's system improvement plan is directed by the needs of its schools. The plan is student-focused, with teachers playing a key role in the alignment of curriculum throughout the board. Data determine direction and the use of resources at every level.

St. Louis teachers set two or three goals for improvement each year. Data identify needs and strategies for improvement, which are always school-wide. Teachers organize divisional PLCs and set SMART goals. They follow the Teaching-Learning Critical Pathways model, focusing on a particular goal for six weeks. Using moderated marking, they review their strategies and extend, refine or change them with each cycle.

"We've become much more accomplished, and more comfortable, in using the data to drive instruction. Now the data identifies the areas that we need to develop in order to take our next steps, and then we devise the strategies needed to achieve our goals."

—Clyde Orr

"EQAO has been a catalyst. It has made teachers more aware of the curriculum. Now all teachers share. This is not just about students doing well on the testing, but about students doing well in education. We are teaching children how to be better learners."

—Lois Dale, Grade 6 teacher

Two years ago, the school and board targeted boys' literacy. The board distributed information and offered workshops, and the school purchased materials and implemented strategies.

> "The advantage of using data [is that], once we have identified the focus of our improvement plan, we [can] determine what resources are required. We plan our budget based on need.
>
> —Clyde Orr

Clyde Orr, principal; Lois Dale; Glenda Long

The teachers at St. Louis know and follow the curriculum. They know what the expectations are for each grade and they teach them. New teachers are mentored on how to plan their year to cover the entire curriculum in a teach-review cycle. According to Lois Dale, this process builds a solid foundation, with Grades 3 and 6 as the "polishing years." All teachers use the language of the curriculum, which is the language of EQAO.

St. Louis is a small school doing big things. According to Principal Orr, the factors leading to improved results are frank, honest and open discussion, teamwork with the common goal of improved student achievement, perceptible consensus and the distribution of leading roles in different areas.

"That is the real key to success. The students have to know the language of the assessment and the curriculum. We use example after example and over time, with positive reinforcement, the children are able to see what the response should look like. We conference continually, encouraging them to do better. The students are very conscientious about following through. If they know it, they feel very confident about what they have done."

—Lois Dale

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	40%	31%
Male	60%	69%
English language learners	0%	0%
Special education needs	10%	38%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

St. Marguerite D'Youville Catholic School

LONDON DISTRICT CATHOLIC SCHOOL BOARD

Student population: 450; Grades: JK–8; Principal: Gary O'Donnell

London's St. Marguerite D'Youville is a school in transition. Declining enrolment and an expanding English language learner population are transforming the area's English-speaking, middle-income population. Committed to providing a welcoming and supportive environment with equal access to the curriculum for all students, the staff is working as a team to analyze EQAO data and examine current teaching strategies to accommodate individual needs in their changing school community.

ST MARGUERITE D'YOUVILLE
CATHOLIC SCHOOL

St. Marguerite D'Youville Catholic School

Built 15 years ago, this faith-based community school serves 450 students from junior kindergarten to Grade 8, and offers on-site daycare. Slightly more than 10% of the school population has been identified as having special education needs. In the primary division assessment, on recent administrations, girls have performed slightly better in all three test areas. However, by Grade 6, this gender gap has virtually disappeared. In fact, although the scores are statistically comparable, boys' performances are slightly better in writing and math.

As a school where student needs are complex, St. Marguerite respects the immense power of data and appreciates the availability of EQAO results for planning sessions in early September. Convening as a team to explore their educational implications has long been a priority for staff. Individual Item Report data assist in identifying student strengths and needs while establishing patterns in student performance. Together with curriculum expectations and board documents, these findings guide school curriculum initiatives and teaching practice, with the ultimate goal of improving student learning.

In addition to EQAO data, St. Marguerite employs results from CASI, PM Benchmarks and Prime Math, as well as its own data, for supportive and comparative measures of student learning. Principal O'Donnell appreciates the importance of providing time for teachers to meet during the school day, get their hands on data and discuss them, to focus on relevant documents and to get excited about where the data take them. Teachers use the board's template, assemble the data and create SMART goals as part of the school improvement plan. Meeting in divisions allows teachers to tailor goals to the needs of their students and encourages common teaching practices. Considerable informal mentoring and teacher moderation also occur. The board facilitates these endeavours through in-school professional development days, with time set aside for developing school improvement plans.

"Dialogue has turned out to be teaching practice. The data is informing how we teach."

—Gary O'Donnell, principal

Two highly successful data-driven initiatives at this school target deficiencies in junior division math and promote literacy and numeracy development in the primary grades. Three years ago, the staff began ensuring that all aspects of

"We take EQAO data very seriously. We look at it as a means to gauge how we're doing, how our students are learning, where we can improve our teaching practice and how we will inform our practice. It's something we focus on throughout the year."

—Gary O'Donnell

PERSON
ERENCE

Gary O'Donnell, principal

the math curriculum were fulfilled by adhering strictly to the Nelson program. Changes in primary scheduling created large, uninterrupted literacy and numeracy blocks in the morning. St. Marguerite teachers have acquired a wealth of high-yield strategies, featuring open-response questions, that they use to support a school-wide focus on literacy. Next year, the school plans to use EQAO data to choose its Teaching-Learning Critical Pathways.

Several factors contribute to the outstanding student successes at St. Marguerite. With a strong focus on data, dialogue, teamwork and the need to support each child, the committed staff has created a positive atmosphere that visitors sense when they enter the school. A broad spectrum of extracurricular activities and a daily physical exercise program add health and vitality to the mix. Prior to the EQAO administrations, staff make every effort to ensure that teachers and students understand the process, that all allowable accommodations are available to students, and, to reduce stress, that students remain in familiar surroundings.

"We have fantastic teachers, a good mix of teachers, who know the school, the system and, most importantly, the culture of the school. They're doing a wonderful job of sharing with the new teachers."

—Gary O'Donnell

"Don't be intimidated by the data. If you sit down together, the data will lead. You're not just collecting data; you are using it. It's going to mean something in your schools."

—Gary O'Donnell

The staff has worked hard to forge strong connections with Mother Theresa Secondary School, whose co-op students and community service volunteers are a tremendous source of support in St. Marguerite classrooms. Dialogue and information sharing between the two schools has been instrumental in easing the transition for students entering Grade 9. Grade 6 EQAO data are an integral part of the process. Intermediate teachers use this information to address areas of concern while preparing their students for high school.

An active parent community supports school initiatives in two ways: through the Catholic School Council's interest in curriculum, board policies and school processes, and the Parent Community Network's fundraising. The division of these groups ensures that monthly council meetings are not sidetracked by discussions about money. Parent volunteers are highly valued; they organize weekly hot lunches and assist teachers with everything from class outings and activities to reading and writing clubs. This year's School Effectiveness Review, conducted by the Ministry, offered valuable insights concerning both strengths and places to improve. Clearly, in a school such as St. Marguerite, the strengths are many.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	42%	58%
Male	58%	42%
English language learners	0%	0%
Special education needs	18%	16%
Born outside Canada	9%	13%
First language learned at home other than English	6%	13%

St. Timothy Catholic School

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 650; Grades: JK–8; Principal: Tom Durran

St. Timothy Separate School, in Burlington, serves 650 students in junior kindergarten to Grade 8. Its community is stable and homogeneous. Thirty-five special education needs students have been identified by an IPRC. (Most of these children use assistive technology and all participate in the EQAO assessments.) When families move, they often choose to stay within the school boundaries. St. Timothy boasts strong community involvement with an active school council. The school is surrounded by beautiful gardens cared for by a parent of a former student.

Principal Durran reviews the EQAO data with the board's curriculum consultant and an itinerant curriculum resource teacher. An analysis of the Item Information Report focuses attention on areas of challenge. The data are then presented to the staff for discussion and planning. The teachers use the EQAO analysis and school assessment data to address divisional and grade-level needs. The staff decides which areas of the curriculum are to be a focus in the school improvement process.

The staff at St. Timothy is particularly interested in looking at trends and cohort improvement over the years. EQAO's Cohort Tracking report shows an improvement in skills from Grades 3 to 6. St. Timothy has just moved into a family of schools format and the staff is looking forward to cross-panel discussions to see how the school's former students do on the OSSLT.

As well as looking at the EQAO and report card data, the staff uses DRA and Oral Reading Record results for the primary grades, those from the Ontario Writing Assessment and the Quick Comprehension Assessment tool for juniors and Ontario Comprehension Assessment data for Grades 7 and 8.

"We need to be able to show [measurable] improvement over time. Although we were pleased with the results we got last year, it is more relevant and more meaningful to see that the Grade 3 cohort have a measurable change."

—Tom Durran, principal

Tom Durran, principal; Elizabeth MacIntyre, vice-principal

Information collected using these tools is charted on a data chart. Mini-folders have been developed to organize the data and track students. Because the school is gathering so much data on student progress, it has become essential to warehouse the information effectively. St. Timothy pilot tested the Data-Tracker Program. This initiative allows teachers to input information using the Ontario Education Number of each student. It will allow the tracking of students throughout their school years and will help with school improvement planning.

> "It is very beneficial to have the data because it forces people to take a long hard look at what they've been doing and to see if what they have been doing has had the desired effect. The data is driving the instruction."
>
> —Tom Durran

St. Timothy benefits from the support of the itinerant curriculum resource teacher. She meets regularly with staff by division and grade to set professional development goals and suggest strategies for delivering the curriculum. The staff is also given opportunities to visit other classrooms.

> "Asking people to embrace change is difficult, so we brought the change in gradually. A couple of young teachers went [to other schools] and got very excited about it. When they came back we immediately planned for those teachers to in-service the rest of the staff. Seasoned teachers became enthusiastic, so

> we offered them the chance to visit as well. Everyone started getting on board. Change permeated through the school. Nothing was mandated, but the resources and time were there."
>
> —Liz MacIntyre, vice-principal

St. Timothy's School Improvement Team meets regularly to review data and plan. Having common benchmarks keeps people focused and stimulates discussion. Teachers are excited about sharing what they are doing to improve student achievement.

St. Timothy teachers are implementing successful strategies to improve student learning. They use Smart Boards and student response systems ("clickers") to increase engagement and share their expertise by providing in-service training to other teachers in the board. Good use is made of the resources from the EQAO Web site, such as student assessment booklets and scoring guides. Student survey data are used to understand student attitudes toward their learning. The staff discusses and exchanges resources and uses teacher moderation and SMART goals in the school's balanced literacy program. St. Timothy works on a six-week cycle of curriculum delivery and review with a consistent approach throughout the school. The board has been supportive of St. Timothy's professional learning communities. It provides supply teachers and expert resource personnel as well as supplementary materials.

ST TIMOTHY CATHOLIC SCHOOL

St. Timothy Catholic School

> "We want everyone to buy into this process and to realize that we are all in this together and we all have a shared responsibility. We are all accountable. We all have things to learn, but these are our students and we want to see improvement from junior kindergarten to Grade 8."
>
> —Liz MacIntyre

Through professional learning communities, the staff has used data to influence the choice of strategies they are implementing in their classrooms to improve student achievement. As their confidence has developed, so has their capacity to embrace change.

"Everybody here knows how to teach, but there are certain understandings that we all need to share as professionals. There needs to be a process around the collection of data. There needs to be an understanding about how you are going to use that data and deal with it once it is in your hands. We are now in that happy place where people realize that there is going to be a process and it's going to be cyclical."

—Tom Durran

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	43%	40%
Male	57%	60%
English language learners	0%	0%
Special education needs	6%	5%
Born outside Canada	2%	2%
First language learned at home other than English	2%	4%

Westdale Park Public School

LIMESTONE DISTRICT SCHOOL BOARD

Student population: 380; Grades: JK–8; Principal: Peter Mouncey

Westdale Park Public School, in Napanee, serves 380 students in junior kindergarten to Grade 8. English is the predominant language in the town. As a result of the changing economy and the mobility of the population, the school has experienced a significant decline in enrolment over the past five years. The majority of students are bused, with some travelling up to 45 minutes each way. Two of its 15 classrooms are designated as district special education rooms and 20% of the school's population has special education needs.

The staff at Westdale Park does not attribute the school's success to any single program or initiative. Instead, the staff members talk about teamwork, effective relationships with the ministry, the school's board and the school's community partners and, above all, a strong commitment to student achievement. Although they see Westdale Park as a typical school, some things stand out.

Front Row: Heather Lutes, Lana MacDonald, Tracy Bridgen, Sherry Hill, Tammy Giles
Back Row: Peter Mouncey, principal; Rachel Hendry; Melinda Reid-Gillam

Parents support the school's programs and activities by getting involved. The school values this commitment and works hard to cultivate it. All new students and their parents are invited to a "Welcome to Kindergarten" night, which outlines the kindergarten program and the expectations for the parents. At this event, parents receive a handout with tips and activities to help them prepare their children. To enhance the evening, Westdale Park involves all students throughout the school. Students are asked to look through their books to find one to share with the incoming kindergarten students. All new students receive a book to take home to read with their parents before they begin school. This book exchange ensures the introduction to school is positive and inclusive.

Attendance at the welcome night has tripled over the past three years. The school secretary, known for her welcoming manner, encourages all parents to attend by calling them before they receive the formal invitation through the mail.

> "Examining the EQAO results over time, our staff discovered that there was a significant difference between the results for boys and girls, especially over the past two years in reading. The boys performed well in writing but not in reading. We asked ourselves the question: How could this be? The staff determined that strategies they had used to assist the boys in writing had had positive outcomes."
>
> —Peter Mouncey, principal

Westdale Park staff had implemented the Step Up to Writing program and developed anchor charts to help the boys organize their thoughts and assist them in the writing process. With concrete examples on the charts in view as they wrote, the boys had developed their understanding. They had begun to see writing as a personal challenge.

Using this experience, the staff developed strategies to improve reading skills and shared them throughout the grades and classrooms to ensure consistency in instructional delivery. The staff paid particular attention to reading resources and purchased non-fiction literature they thought would interest boys. Shared and guided reading sessions throughout all grades included content that appealed to boys. By implementing a variety of graphic organizers, the staff was able to assist students, both boys and girls, in improving their skills. Staff members also used the Nelson math and language

CONGRATULATIONS
GRADUATES

Westdale Park Public School

programs to integrate literacy and numeracy throughout the curriculum. The staff used the Developmental Reading Assessment (DRA) and classroom assessments to monitor students' progress.

Westdale Park staff also participated in the Network for Learning program. Staff members collaborated on developing questions to assess higher-order thinking skills. They also participated in system-level professional learning sessions on teacher moderation. Afterwards, these teachers shared what they had learned with all teachers across the grades. This sharing increased dialogue and collaboration among the staff and, together, the teachers developed methods to chart data in order to monitor the level of student achievement.

Westdale Park's administration understands that, to be successful, staff must focus all professional learning activities on four key areas: student achievement, being a welcoming community, positive student engagement and school safety.

The staff works consistently to improve instruction to ensure the success of all students. Positive communication with parents is considered essential, and the teachers call parents regularly to discuss both problems and successes. All achievements are celebrated throughout the school. For example, the custodian has received an award for his welcoming manner toward the community groups that use the school.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	46%	58%
Male	54%	42%
English language learners	0%	0%
Special education needs	29%	18%
Born outside Canada	2%	0%
First language learned at home other than English	5%	0%

> **"The staff of Westdale Park Public School is committed to the success of each student. This is evidenced by their willingness to participate in initiatives that improve their practice, thereby improving students' understanding. The link between learning across all grades and a welcoming and safe school community is the key to our success."**
>
> **—Peter Mouncey**

Whitefish Valley School

LAKEHEAD DISTRICT SCHOOL BOARD

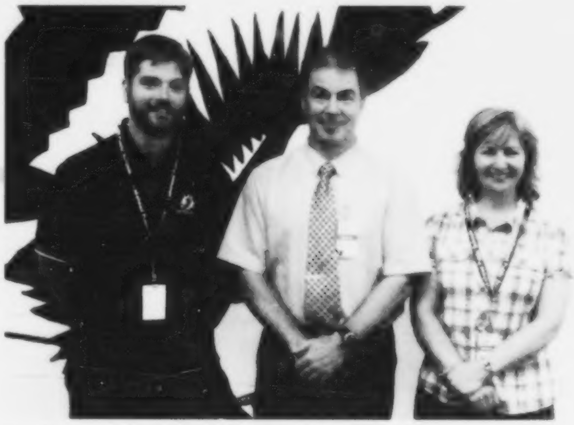
Student population: 186; Grades: JK–8; Principal: Robert Mayer

Whitefish Valley is a rural school in the tiny hamlet of Hymers. It serves six townships in the Lakehead District School Board and all of its 186 students are bused. There is wide variation in income and education among parents, many of whom attended the school as children. Without access to early support programs, some of the students lack opportunities to develop school-readiness skills. Of the students with special eduation needs, five have been formally identified by an Individual Placement and Review Committee and 19 have an Individual Education Plan. These students are taught in regular split-grade classes. Principal Robert Mayer and a core group of teachers have been at Whitefish Valley for four years, which has provided the school with stable leadership.

Mayer began team building in an atmosphere of trust and collaboration, which helped foster enthusiasm and high standards among staff and students. The staff reviewed the EQAO data, noting that the areas of need were higher-level thinking, fully answering open-response questions and making connections between written materials and experience when reading and writing. Staff and parent council meetings focused on interpretation of the EQAO data and questionnaires on student attitudes. Teachers took ownership and using data became a school-wide activity. They established professional learning communities (PLCs) and have had regular meetings for the past four years.

"The EQAO data are a driving force. We use them as a foundation, but we didn't stress ourselves too much about where we had been. We worked on providing the necessary resources, good teaching practices and the teamwork necessary to succeed."

—Robert Mayer



Darryl Fawcett; Robert Mayer, principal; Sherri Lankinen

The staff at Whitefish Valley began with the goal of getting all children to grade level in reading by the end of Grade 2. They used DRA and Running Records and created a continuum with common benchmarks across the grades. A data wall was also created. Students flagged as being at risk were given additional literacy support through the Good Readers program from the Lakehead District School Board. The concentration of resources in the primary division resulted in improvements, and most students entering Grade 3 are now reading at grade level.

"We looked at EQAO's Summary of Results and Strategies for Teachers. These were brilliant. I created a sheet for the teachers that we could use to define our strategies in this school. We learned later that many schools across the province were making the same connections."

—Robert Mayer, principal

Working through their School Improvement Plan and detailed School Effectiveness Framework, the teachers use best practices to increase literacy skills for all students. They use SMART goals, a balanced literacy approach, and common language and assessment in their classrooms. The staff shares the process with the parents. Parents are introduced to the EQAO Web site and encouraged to use the scoring guides and anchors to help them understand the standards and expectations.

The Whitefish Valley educators see EQAO assessments as reflecting "what is most prized" in *The Ontario Curriculum*. The

"The same thread of setting high expectations goes through everything. We never lose sight of the fact that we are all teachers. The staff of Whitefish Valley is doing a great job."

—Robert Mayer

testing has driven them to succeed in getting students where they need to be. Teachers use assessment to guide instruction, using backward mapping to plan. After using the resources on the EQAO Web site, they developed their own assessment tools and strategies. They have worked extensively on improving questioning techniques and have added multiple-choice questions to classroom assessments. Teachers are constantly looking at children and asking "Where are their strengths? How can we use their strengths to help in areas where they are having difficulty?"

When staff members expressed an interest in improving their computer skills, Principal Mayer arranged to teach Computers Parts I, II and III at the school. The practicum sections of the courses were used to enhance the achievement of students at Level 2 to move them to Level 3. Teachers have smoothly implemented assistive technology this year and their students' confidence and achievement have benefitted.

WHITEFISH VALLEY
PUBLIC SCHOOL

Whitefish Valley School

Teachers at Whitefish Valley credit Principal Mayer with creating an environment that encourages collegiality and engagement among teachers, students and parents. He describes a moral imperative for teachers to rise above mediocrity and not only do their best but also to elicit the best from others. He looks for positives and believes that respect must come from the top down. He encourages teachers to drop things that are not working and to try something new.

His teachers have taken up the challenge. They use EQAO data to focus on areas for improvement. During their PLC meetings, they review and refine their focus. Using best practices, they engage their students in learning, always keeping their standards high. Through Teachers Learning Together teams, sponsored by the Elementary Teachers' Federation of Ontario, the staff is building on their skills for teaching mathematics. They describe the summer sessions not just as teamwork, but also as a lot of fun.

"You come in and set things up, then you trust the people you work with to make things happen. You put everything in place; give your staff all the opportunities and resources, using EQAO and other data. If you expect the best, you'll get it. Looking at the data, looking at the student outcomes, and looking at the cohesive group that has evolved here, I'm proud of our results."

—Robert Mayer

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	55%	57%
Male	45%	43%
English language learners	0%	0%
Special education needs	9%	22%
Born outside Canada	5%	0%
First language learned at home other than English	0%	0%

Trends: Grade 9
Assessment of Mathematics

Trends: Grade 9 Academic Mathematics

Contextual Information and Participation in the Assessment

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

CONTEXTUAL INFORMATION	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
ALL STUDENTS	104 100	103 412	103 011	100 823	100 992
GENDER[*]					
Female	50%	51%	51%	51%	51%
Male	48%	49%	49%	49%	49%
STUDENT STATUS[*]					
English language learners[†]	2%	3%	3%	4%	4%
Students with special education needs (excluding gifted)[†]	3%	4%	4%	4%	5%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[‡]					
Speak only or mostly English	76%	76%	77%	76%	75%
Speak another language (or other languages) as often as English	13%	13%	13%	14%	15%
Speak only or mostly another language (or other languages)	8%	8%	9%	9%	9%
STUDENT MOBILITY[‡]					
Attended three or more elementary schools from kindergarten to Grade 8	35%	35%	35%	35%	35%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	99%	98%	98%	99%	99%

[*] Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

[†] See the Explanation of Terms.

[‡] Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire. Some data may be missing because they were not provided by students.

Observation

- Over the past five years, the characteristics of the Grade 9 academic mathematics student cohort have remained relatively stable overall. However, the following changes have occurred:
  - In 2008–2009, the percentage of Grade 9 students with special education needs increased by one percentage point (to 5%) over the previous year's.
  - Since 2006–2007, the percentage of students who speak only or mostly English at home has been decreasing, while the percentage of students who speak another language (or other languages) as often as English at home has been increasing.

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Number of students who completed the questionnaire	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	50 741*	48 857*	51 902*	48 888*	50 835*	47 929*	49 587*	47 469*	49 343*	47 142*
STUDENT VALUES AND ATTITUDES TOWARD MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:†										
I like mathematics.	48%	56%	48%	57%	47%	57%	48%	59%	49%	61%
The mathematics I learn now is very useful for everyday life.	35%	41%	36%	42%	33%	39%	33%	39%	34%	42%
I need to keep taking mathematics for the kind of job I want after I leave school.	54%	60%	54%	59%	53%	58%	54%	59%	54%	59%
STUDENT PERCEPTION OF PERFORMANCE IN MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:†										
I am good at mathematics.	46%	59%	47%	59%	43%	57%	45%	59%	45%	61%
I understand most of the mathematics I am taught.	70%	77%	70%	76%	67%	74%	69%	76%	69%	77%
Mathematics is an easy subject.	24%	35%	24%	34%	22%	32%	22%	32%	23%	34%
STUDENT HABITS—MATHEMATICS										
Percentage of students who indicated that they										
always or often complete all of their mathematics homework.††	70%	60%	70%	60%	69%	58%	69%	58%	68%	57%
have been absent from their Grade 9 mathematics class 1–4 times in the past year.§	58%	55%	58%	56%	60%	58%	60%	58%	60%	57%

* Includes only those students for whom gender data were available.

† Students were given a choice of "strongly agree," "agree," "undecided," "disagree" or "strongly disagree."

†† Students were given a choice of "never," "seldom," "sometimes," "often" or "always." The percentages represent the number of students who answered "always" or "often."

§ Students were given a choice of "never," "one to four times," "five to nine times" or "10 or more times."

Observation

- Over the past three years, the percentages of female and male students taking Grade 9 academic mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - The mathematics I learn now is very useful for everyday life.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.
  - Mathematics is an easy subject.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of teachers who completed the questionnaire	2758	2898	2802	2692	2673
USE OF EQAO DATA*					
Percentage of teachers who indicated that they use student and school achievement results and questionnaire data from the Grade 9 Assessment of Mathematics to do the following:					
Identify how well students are meeting the expectations in the provincial curriculum	46%	50%	54%	55%	60%
Identify areas of strength and areas for improvement in the Grade 9 mathematics program	43%	46%	53%	56%	60%
Inform their Grade 9 mathematics program planning	25%	29%	36%	37%	42%
INSTRUCTION AND ASSESSMENT PRACTICES*					
Percentage of teachers who indicated that they *very often or often* have their Grade 9 mathematics students do the following:					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	52%	51%	55%	57%	61%
Solve open-ended problems	34%	38%	40%	42%	47%
Work collaboratively to solve problems	51%	53%	56%	58%	62%
Discuss mathematical ideas and relationships	75%	76%	77%	78%	80%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	35%	41%	43%	43%	44%
Explain the reasoning behind their answers	78%	80%	81%	81%	83%
Write solutions using mathematical language and symbols	90%	92%	92%	92%	93%

* This is a sample of the uses and practices that teachers were questioned about.

Observations

- Over the past five years, the percentages of Grade 9 academic mathematics teachers who indicated that they use student and school EQAO achievement results and questionnaire data for the three activities listed in the table above have increased by between 14 and 17 percentage points.
- Over the past five years, the percentages of Grade 9 academic mathematics teachers who indicated that they often or very often ask their students to do each of the following have increased by between nine and 13 percentage points:
  - Discuss and use problem-solving strategies for finding answers.
  - Solve open-ended problems.
  - Work collaboratively to solve problems.
  - Conduct mathematical investigations.
- The percentages of Grade 9 academic mathematics teachers who indicated that they often or very often ask their students to discuss mathematical ideas and relationships, explain the reasoning behind their answers and write solutions using mathematical language and symbols remain high and larger than those for the other activities. These percentages have increased by between three and five percentage points over the past five years.

Trends by Gender*

Percentage of all Grade 9 students in an academic mathematics course at each level

	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
Gender	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Number of Students	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452	51 554	49 438
Level 4	5%	7%	5%	7%	6%	7%	6%	9%	7%	9%
Level 3	62%	63%	65%	66%	64%	65%	67%	68%	68%	71%
Level 2	20%	18%	19%	16%	20%	17%	17%	15%	17%	13%
Level 1	10%	10%	9%	9%	9%	8%	7%	6%	7%	5%
Below Level 1	1%	1%	1%	1%	1%	1%	<1%	1%	<1%	<1%
No Data	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%
Exempt†	<1%	<1%	<1%	<1%	N/A‡	N/A‡	N/A	N/A	N/A	N/A
At or Above the Provincial Standard§	67%	69%	70%	72%	69%	72%	74%	77%	75%	80%

---

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

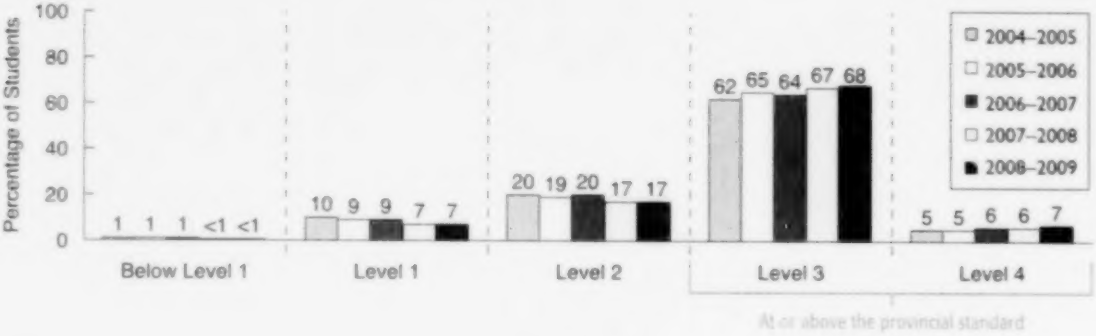
† After 2006–2007, exemptions have not been permitted.

‡ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

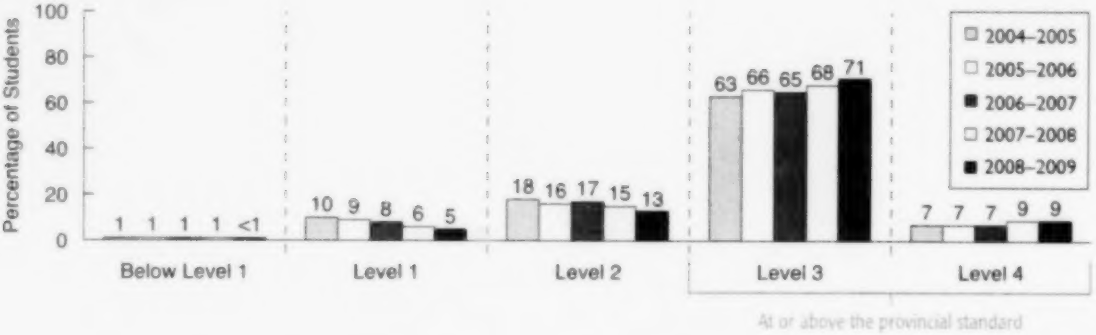
§ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Trends by Gender *continued*

Female



Male



Observations

- In 2008–2009, there was an increase of one percentage point (to 75%) in the percentage of female students performing at or above the provincial standard and an increase of three percentage points (to 80%) in that of male students performing at or above the provincial standard.
- In 2008–2009, the gender gap in favour of male students increased from three to five percentage points over the previous year's.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by eight and 11 percentage points respectively.

Trends for English Language Learners*

Percentage of all English language learners in a Grade 9 academic mathematics course at each level

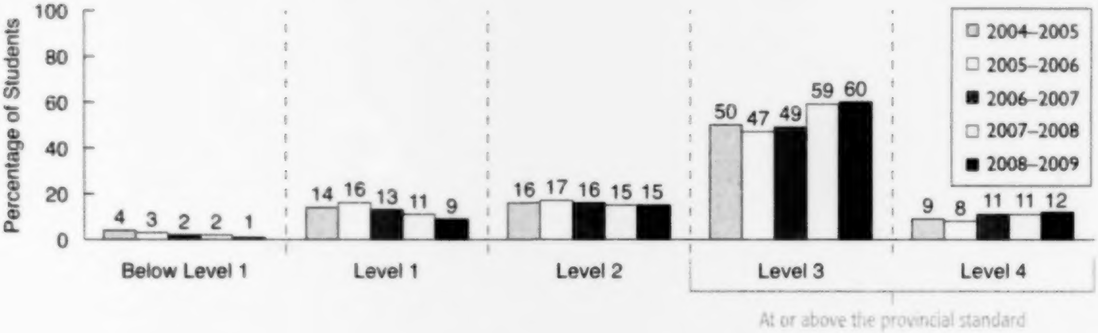
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	2308	2836	3118	3536	3942
Level 4	9%	8%	11%	11%	12%
Level 3	50%	47%	49%	59%	60%
Level 2	16%	17%	16%	15%	15%
Level 1	14%	16%	13%	11%	9%
Below Level 1	4%	3%	2%	2%	1%
No Data	1%	3%	9%	2%	2%
Exempt†	6%	7%	N/A‡	N/A	N/A
At or Above the Provincial Standard§	58%	55%	61%	70%	72%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† After 2006–2007, exemptions have not been permitted.

‡ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

§ The percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



Observations

- In 2008–2009, the percentage of Grade 9 English language learners performing at or above the provincial standard increased by two percentage points (to 72%) over the previous year's.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by 14 percentage points—a larger improvement than that in the Grade 9 academic mathematics population as a whole.

Trends for Students with Special Education Needs (excluding gifted)*

Percentage of all students with special education needs in a Grade 9 academic mathematics course at each level

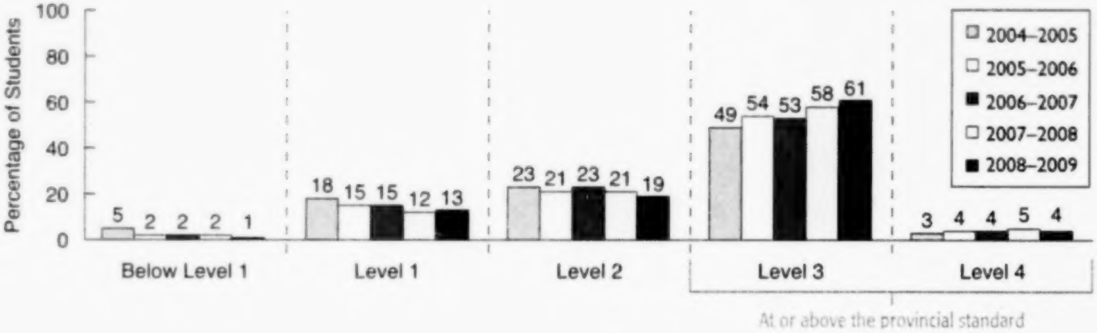
	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Number of Students	3274	3718	3913	4304	4639
Level 4	3%	4%	4%	5%	4%
Level 3	49%	54%	53%	58%	61%
Level 2	23%	21%	23%	21%	19%
Level 1	18%	15%	15%	12%	13%
Below Level 1	5%	2%	2%	2%	1%
No Data	2%	3%	2%	2%	2%
Exempt†	1%	1%	N/A‡	N/A	N/A
At or Above the Provincial Standard§	52%	58%	57%	63%	65%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† After 2006–2007, exemptions have not been permitted.

‡ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

§ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



Observations

- In 2008–2009, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in academic mathematics increased by two percentage points (to 65%) over the previous year's.
- Over the past five years, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in academic mathematics increased by 13 percentage points—a greater improvement than that in the Grade 9 academic mathematics population as a whole.

Trends: Grade 9 Applied Mathematics

Contextual Information and Participation in the Assessment

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

CONTEXTUAL INFORMATION	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
ALL STUDENTS	51 155	50 687	49 056	47 817	48 482
GENDER*					
Female	44%	45%	45%	45%	45%
Male	54%	55%	55%	55%	55%
STUDENT STATUS*					
English language learners†	4%	5%	5%	5%	5%
Students with special education needs (excluding gifted)†	23%	24%	26%	28%	30%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
Speak only or mostly English	79%	79%	82%	82%	81%
Speak another language (or other languages) as often as English	10%	10%	10%	11%	11%
Speak only or mostly another language (or other languages)	6%	6%	6%	6%	6%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	40%	40%	40%	40%	40%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	93%	90%	91%	93%	94%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire.

Observation

- Over the past five years, the characteristics of the Grade 9 applied mathematics student cohort have remained relatively stable overall. However, the following changes have occurred:
  - The percentage of students with special education needs taking applied mathematics has increased by seven percentage points (to 30%).
  - Over the past four years, the percentage of students participating in the assessment has increased by four percentage points (to 94%).

Student Questionnaire Data

STUDENT QUESTIONNAIRE	2004–2005		2005–2006		2006–2007		2007–2008		2008–2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Number of students who completed the questionnaire	20 345[*]	24 778[*]	20 400[*]	24 628[*]	19 453[*]	23 351[*]	19 403[*]	23 215[*]	19 517[*]	23 896[*]
STUDENT VALUES AND ATTITUDES TOWARD MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:[†]										
I like mathematics.	29%	37%	29%	38%	28%	40%	29%	41%	30%	42%
The mathematics I learn now is very useful for everyday life.	35%	40%	37%	43%	36%	42%	37%	43%	39%	44%
I need to keep taking mathematics for the kind of job I want after I leave school.	38%	45%	38%	46%	38%	46%	39%	46%	39%	46%
STUDENT PERCEPTION OF PERFORMANCE IN MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:[†]										
I am good at mathematics.	25%	39%	27%	41%	25%	41%	27%	43%	28%	43%
I understand most of the mathematics I am taught.	56%	64%	57%	65%	57%	65%	58%	66%	59%	66%
Mathematics is an easy subject.	16%	26%	17%	27%	16%	26%	16%	26%	17%	27%
STUDENT HABITS—MATHEMATICS										
Percentage of students who indicated that they										
always or often complete their mathematics homework.[††]	53%	47%	53%	47%	55%	49%	54%	48%	55%	48%
have been absent from their Grade 9 mathematics class 1–4 times in the past year.[§]	45%	44%	45%	45%	48%	48%	49%	48%	48%	48%

[*] Includes only those students for whom gender data were available.

[†] Students were given a choice of "strongly agree," "agree," "undecided," "disagree" or "strongly disagree."

[††] Students were given a choice of "never," "seldom," "sometimes," "often" or "always." The percentages represent the number of students who answered "always" or "often."

[§] Students were given a choice of "never," "one to four times," "five to nine times" or "10 or more times."

Observation

- Over the past five years, the percentages of female and male students taking Grade 9 applied mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - The mathematics I learn now is very useful for everyday life.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.

Teacher Questionnaire Data

TEACHER QUESTIONNAIRE	**2004–2005**	**2005–2006**	**2006–2007**	**2007–2008**	**2008–2009**
Number of teachers who completed the questionnaire	1832	1852	1873	1782	1847
USE OF EQAO DATA*					
Percentage of teachers who indicated that they use student and school EQAO achievement results and questionnaire data from the Grade 9 Assessment of Mathematics to do the following:					
Identify how well students are meeting the expectations in the provincial curriculum	41%	47%	51%	54%	58%
Identify areas of strength and areas for improvement in the Grade 9 mathematics program	41%	47%	52%	58%	61%
Inform their Grade 9 mathematics program planning	22%	29%	32%	37%	42%
INSTRUCTION AND ASSESSMENT PRACTICES*					
Percentage of teachers who indicated that they *very often* or *often* have their Grade 9 mathematics students do the following:					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	43%	48%	50%	51%	54%
Solve open-ended problems	23%	29%	31%	35%	39%
Work collaboratively to solve problems	51%	55%	57%	59%	58%
Discuss mathematical ideas and relationships	66%	68%	70%	69%	71%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	29%	41%	38%	39%	38%
Explain the reasoning behind the answers	67%	71%	72%	72%	74%
Write solutions using mathematical language and symbols	83%	85%	85%	85%	87%

* This is a sample of the uses and practices that teachers were questioned about.

Observations

- Over the past five years, the percentages of Grade 9 applied mathematics teachers who indicated that they use student and school EQAO achievement results and questionnaire data for the three activities listed in the table above have increased by between 17 and 20 percentage points.
- Over the past five years, the percentages of Grade 9 applied mathematics teachers who indicated that they often or very often involve their students in each of the activities listed in the table above have increased.

Trends by Gender[*]

Percentage of all Grade 9 students in an applied mathematics course at each level

	2004–2005		2005–2006[†]		2006–2007		2007–2008		2008–2009	
Gender	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Number of Students	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182	21 752	26 730
Level 4	<1%	<1%	4%	5%	4%	6%	4%	6%	4%	6%
Level 3	24%	28%	29%	32%	29%	31%	28%	31%	30%	35%
Level 2	38%	36%	36%	33%	38%	34%	38%	34%	37%	34%
Level 1	20%	18%	15%	13%	14%	13%	16%	15%	15%	13%
Below Level 1	10%	10%	7%	8%	7%	7%	7%	8%	7%	7%
No Data	6%	6%	8%	8%	8%	9%	7%	7%	6%	6%
Exempt[‡]	1%	1%	2%	2%	N/A[§]	N/A[§]	N/A	N/A	N/A	N/A
At or Above the Provincial Standard[**]	25%	28%	33%	37%	33%	37%	31%	36%	34%	41%

---

[*] Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

[†] Note that significant revisions were made to applied mathematics courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

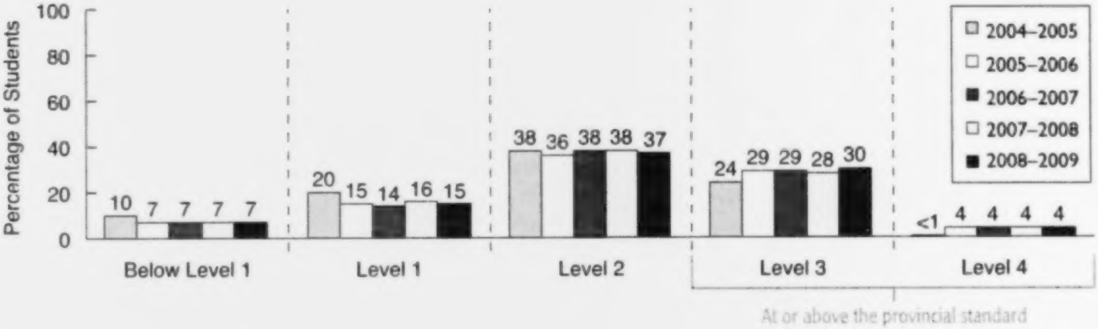
[‡] After 2006–2007, exemptions have not been permitted.

[§] In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

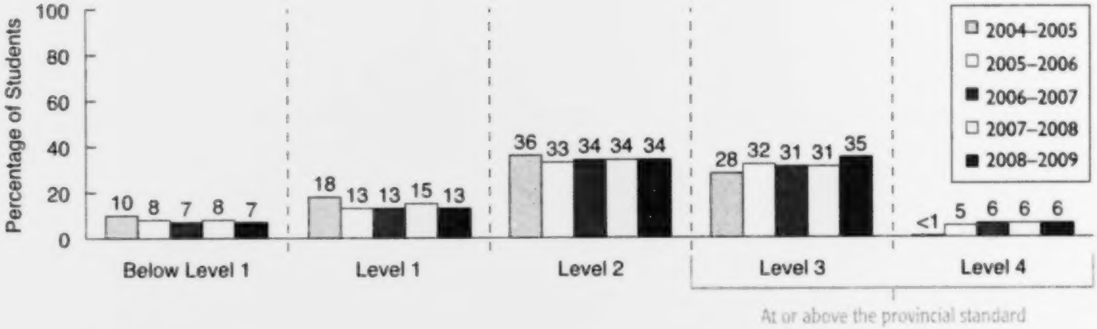
[**] These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Trends by Gender *continued*

Female



Male



Observations

- In 2008–2009, a larger percentage of male (41%) than female (34%) students taking Grade 9 applied mathematics performed at or above the provincial standard.
- Over the past five years, the percentages of male and female students who performed at or above the provincial standard have increased by 13 and nine percentage points respectively.
- Over the past five years, the gender gap in favour of male students has increased from three to seven percentage points.

Trends for English Language Learners*

Percentage of all English language learners in a Grade 9 applied mathematics course at each level

	2004–2005	2005–2006†	2006–2007	2007–2008	2008–2009
Number of Students	1827	2464	2396	2266	2532
Level 4	1%	3%	4%	4%	4%
Level 3	15%	15%	16%	18%	20%
Level 2	23%	24%	26%	32%	33%
Level 1	20%	15%	17%	22%	22%
Below Level 1	18%	14%	13%	17%	16%
No Data	4%	11%	24%	7%	6%
Exempt‡	19%	18%	N/A§	N/A	N/A
At or Above the Provincial Standard**	16%	18%	20%	22%	23%

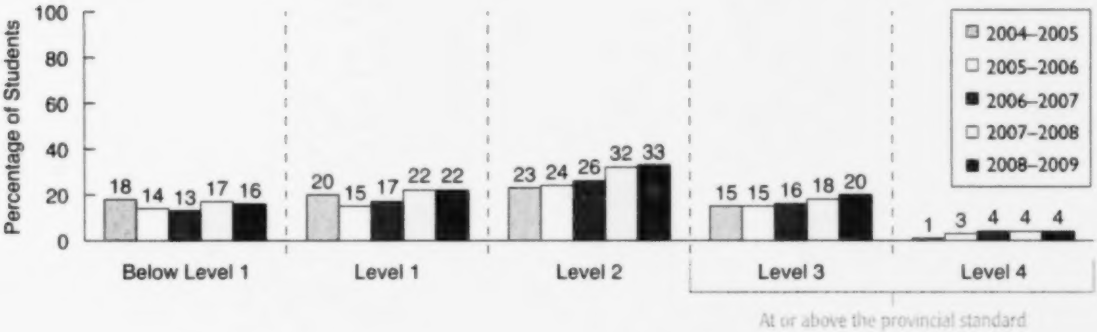
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† Note that significant revisions were made to applied mathematics courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ After 2006–2007, exemptions have not been permitted.

§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



Observations

- In 2008–2009, the percentage of Grade 9 English language learners performing at or above the provincial standard in applied mathematics increased by one percentage point (to 23%) over the previous year's.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by seven percentage points.

Trends for Students with Special Education Needs (excluding gifted)*

Percentage of all students with special education needs in a Grade 9 applied mathematics course at each level

	2004–2005	2005–2006†	2006–2007	2007–2008	2008–2009
Number of Students	12 020	12 359	12 562	13 531	14 483
Level 4	<1%	3%	4%	4%	4%
Level 3	19%	25%	24%	23%	26%
Level 2	36%	36%	36%	36%	36%
Level 1	23%	17%	18%	20%	19%
Below Level 1	15%	10%	10%	10%	9%
No Data	5%	7%	8%	6%	5%
Exempt‡	2%	2%	N/A§	N/A	N/A
At or Above the Provincial Standard**	19%	28%	28%	27%	30%

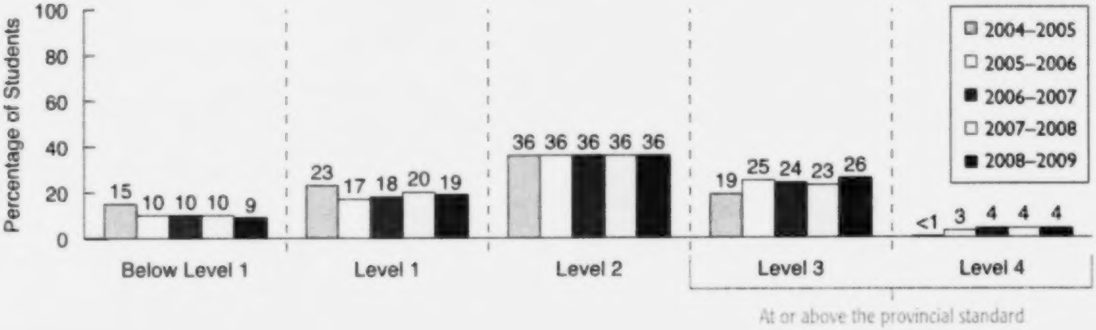
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† Note that significant revisions were made to applied mathematics courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ After 2006–2007, exemptions have not been permitted.

§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



Observations

- There has been an increase of three percentage points (to 30%) since last year in the percentage of Grade 9 students with special education needs taking applied mathematics performing at or above the provincial standard.
- Over the past five years, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in applied mathematics has increased by 11 percentage points.

Summary of Findings: Grade 9

Grade 9 Assessment of Mathematics: Academic Course

- There has been an increase of two percentage points (to 77%) since last year in the percentage of students performing at or above the provincial standard in academic mathematics.
- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased by nine percentage points, from 68% to 77%.
- In 2008–2009, there was an increase of one percentage point (to 75%) in the percentage of female students performing at or above the provincial standard and an increase of three percentage points (to 80%) in that of male students performing at or above the provincial standard.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by eight and 11 percentage points respectively.
- In 2008–2009, the percentage of Grade 9 English language learners performing at or above the provincial standard increased by two percentage points (to 72%) over the previous year's.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by 14 percentage points—a larger improvement than that in the Grade 9 academic mathematics population as a whole.
- In 2008–2009, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in academic mathematics increased by two percentage points (to 65%) over the previous year's.
- Over the past five years, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in academic mathematics increased by 13 percentage points—a greater improvement than that in the Grade 9 academic mathematics population as a whole.
- Over the past three years, the percentages of female and male students taking Grade 9 academic mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - The mathematics I learn now is very useful for everyday life.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.
  - Mathematics is an easy subject.

Grade 9 Assessment of Mathematics: Applied Course

- There has been an increase of four percentage points (to 38%) since last year in the percentage of students performing at or above the provincial standard in applied mathematics.
- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by 11 percentage points, from 27% to 38%.
- In 2008–2009, a larger percentage of male (41%) than female (34%) students taking Grade 9 applied mathematics performed at or above the provincial standard.
- Over the past five years, the percentages of male and female students who performed at or above the provincial standard have increased by 13 and nine percentage points respectively.
- In 2008–2009, the percentage of Grade 9 English language learners performing at or above the provincial standard in applied mathematics increased by one percentage point (to 23%) over the previous year's.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by seven percentage points.
- There has been an increase of three percentage points (to 30%) since last year in the percentage of Grade 9 students with special education needs taking applied mathematics performing at or above the provincial standard.
- Over the past five years, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in applied mathematics has increased by 11 percentage points.
- Over the past five years, the percentages of female and male students taking Grade 9 applied mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - The mathematics I learn now is very useful for everyday life.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.

Strategies for Success:
Grade 9

Informing Professional Practice

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in mathematics. The suggestions are based on an analysis of students' performance on the Grade 9 Assessment of Mathematics, Winter and Spring 2009, for both the academic and the applied courses, and on feedback from teachers who scored the assessment.

The released questions can be found in the 2008–2009 Sample Assessment Questions on the EQAO Web site, www.eqao.com.

For more information on the knowledge of content and the cognitive processes that students are required to demonstrate on the assessment, see the Grade 9 Assessment of Mathematics *Framework*, on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Academic Course	**Observations:**	**Strategies for Improvement:**
Number Sense and Algebra	Students were successful on the open-response questions in this strand. Students performed well on the questions requiring the simplification of algebraic expressions but were less successful on those involving exponents. Of particular note was the relative success of students on contextual applications where multiple approaches were possible.	Continue to provide students with opportunities to practise using algebra skills in various contexts with **manipulatives** (concrete materials) to visualize abstract concepts. Create opportunities for students to gain a **conceptual understanding** of exponents. Give students occasions to demonstrate this conceptual understanding. Continue to provide students with "rich" problems, and **model** more than one approach or solution. Regularly require students to provide more than one solution to problems and to make connections between solutions.
Linear Relations	Students generally performed well in this strand. Lack of attention to the requirements of the question and relevant details often reduced success. As in 2008, some students did not consider the scale when working with a linear relation represented on a graph. Many students assumed a one-to-one correspondence between the horizontal and vertical scales.	Employ **reading and writing strategies** to help students understand and articulate the goals of problems as well as organize the given information. Provide opportunities for students to interpret and compare graphs of the same relation but with different horizontal and vertical scales.
Analytic Geometry (Academic Only)	Students performed moderately well in this strand. When algebraic manipulation to find the slope and/or intercepts was required, students tended to perform better on multiple-choice questions than on open-response questions. On open-response questions, some students struggled to rearrange equations accurately in order to determine the slope and *y*-intercept. As well, some students confused rise and run when determining slope.	Continue to provide opportunities to reinforce the connections among ordered pairs, points on a graph and the corresponding equation. Concurrently provide instruction for solving equations and for rearranging formulas to enable students to apply the same processes whether the solution is a number or an expression. Provide students with opportunities to investigate the concept of slope and to compare graphs of lines with their slope values. Include graphs whose horizontal and vertical scales have different intervals.

Academic Course	Observations:	Strategies for Improvement:
Measurement and Geometry	Students performed well on questions involving the area or perimeter of two-dimensional shapes that did not involve circles. Common errors in the process of solving the problem involving a circle included misuse of exponents, failure to distinguish between radius and diameter and failure to determine the required fraction of the circle.	Provide students with problems involving complicated composite shapes that have circular parts (e.g., a circle inscribed in a square). Include problems that require them to determine unlabelled dimensions of one shape from the dimensions of the other shapes in the composite shape. Review instructional timelines to ensure that measurement and geometry expectations receive sufficient teaching and learning time.
General Observations on the Mathematics Data	Students struggled with multi-step problems when the solution depended on preliminary calculations. Students chose appropriate mathematical tools (formulas) but were unable to apply them accurately to complete all necessary steps. Students continue to make careless errors when responding to all types of mathematics questions.	Continue to provide students with multi-step problems in various contexts across all strands. **Model** the problem-solving process for students and provide opportunities for them to demonstrate and discuss **problem-solving strategies**. Require students to verify their answer by re-stating what the problem requires and considering the reasonableness of their answer. **Model** working backward to verify a solution. Continue to support students by using **Universal Design for Learning.**
Gender	Overall, male students performed better than female students on both multiple-choice and open-response questions and across all strands.	Continue to provide opportunities for mixed-gender group work. Rotate roles in the groups to give all members opportunities to experience leadership.
English Language Learners	**English language learners** performed well on questions requiring procedural knowledge and straight application. Contextualized problems posed the greatest challenge for English language learners, but there was evidence of attempts at reasonable solution processes.	Continue to provide multiple opportunities for English language learners to solve contextualized problems using a variety of tools, such as **manipulatives** (concrete materials) and **graphic organizers.** Support students by providing **exemplars** at various levels of performance.
Students with Special Education Needs (Excluding Gifted)	Overall, **students with special education needs** demonstrated a pattern of relative strengths and weaknesses similar to that of the general population. Overall, male students in this population performed better than females on both multiple-choice and open-response mathematics questions.	Continue to **differentiate instruction** for all students but particularly for those with special education needs. Review the *Guide for Accommodations* and each student's Individual Education Plan to ensure the accommodations that the student receives are permitted for the assessment and are supports he or she uses regularly. Encourage students who are eligible to receive accommodations to take advantage of them.

Applied Course	Observations:	Strategies for Improvement:
Number Sense and Algebra	Students performed better on questions requiring algebra skills without a context than on contextualized problems requiring algebra skills. Generally, students responded to questions involving a ratio between "friendly" numbers with greater success than they did to those involving a less obvious proportional relationship.	Continue to provide students with opportunities to use **manipulatives** (concrete materials) to visualize algebraic concepts. Ensure students have opportunities to use their algebra skills across all strands. Integrate the teaching of algebra skills where possible through the strands. Continue to teach different approaches to solving for unknowns in proportional relationships.
Linear Relations	Students continue to perform better overall on the questions from this strand than those from the other strands. Students were successful on questions comparing linear and non-linear relations. Students struggled with the question requiring them to determine the equation of a line.	Provide students with many opportunities to create and interpret graphs. Include and emphasize scales that do not have a one-to-one correspondence, especially with respect to calculating slope. Continue to have students make connections among the different representations of linear relationships (e.g., graphs, equations, tables of values).
Measurement and Geometry	Students performed well on measurement and geometry questions requiring specific knowledge about the Pythagorean theorem, angles and angle relationships. Students were not as successful on multi-step questions of both types (multiple-choice and open-response). Scorers observed that a lack of attention to detail (e.g., diameter versus radius) contributed to reduced success on open-response questions. Scorers observed that students who were successful on open-response questions provided justification for each step of their solution process. For example, on geometry questions, they recorded calculated angle measures in the angles on the diagram.	Require students to provide complete justifications for their answers. **Model** and emphasize working backward with the answer as a strategy to verify its reasonableness. Instruct students on how to choose important words from the question to determine what the question requires and how to make a plan for solving it. Review instructional timelines to ensure that measurement and geometry expectations receive sufficient instructional time.
General Observations on the Mathematics Data	Similar to last year, students had difficulty solving multi-step problems. Students continued to misinterpret important details in questions for all strands.	Continue to provide students with multi-step problems in various contexts across all strands. **Model** problem-solving processes for students, and provide opportunities for students to demonstrate and discuss **problem-solving strategies.** Require students to verify their answer by re-stating what the problem requires and considering the reasonableness of their answer. **Model** working backward to verify a solution. Continue to support students by using **Universal Design for Learning.**

Applied Course	Observations:	Strategies for Improvement:
Gender	Male students performed better than female students on questions involving linear relations in context.	Continue to provide opportunities for mixed-gender group work. Rotate roles in the groups to give all members opportunities to experience leadership.
English Language Learners	**English language learners** were more successful on questions without a context than on those with a context. Overall, English language learners exhibited a pattern of relative strengths and weaknesses similar to that of the general population.	Continue to provide multiple opportunities for English language learners to solve contextualized problems using a variety of tools, such as **manipulatives** (concrete materials) and **graphic organizers**. Support students by providing **exemplars** at various levels of performance.
Students with Special Education Needs (Excluding Gifted)	**Students with special education needs** continue to perform at a slightly lower level than the general population. Overall, students with special education needs exhibited a pattern of relative strengths and weaknesses similar to that of the general population.	Continue to **differentiate instruction** for all students but particularly for those with special education needs. Review the *Guide for Accommodations* and each student's Individual Education Plan to ensure the accommodations that the student receives are permitted for the assessment and are supports he or she uses regularly. Encourage students who are eligible to receive accommodations to take advantage of them.

Conceptual understanding: Go to page 74 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* for a brief discussion of the link between procedural knowledge and conceptual understanding at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Differentiated instruction: Go to

- pages 23 and 36–47 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy* for outlines of differentiation based on various student and learning factors at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- "Professional Learning Guide: Differentiated Instruction" for what differentiated instruction means in the classroom and considerations relating to its implementation at http://www.edu.gov.on.ca/eng/studentsuccess/lms/differentiatedInstruction.pdf
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* for an overview at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf
- the webcast *Differentiated Instruction: Continuing the Conversation* at http://www.curriculum.org/secretariat/march29.shtml
- the webcast *Differentiating Mathematics Instruction* at http://www.curriculum.org/secretariat/may28.shtml

English language learners: Go to

- *TIPS for English Language Learners in Mathematics, Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy for All* for support for teachers of English language learners in Grade 9 applied courses at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/ELLMath4All.pdf
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom: A Practical Guide for Ontario Educators* for insights on ways to assist English language learners at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Exemplars: Go to

- *The Ontario Curriculum Exemplars, Grade 9* at http://www.edu.gov.on.ca/eng/curriculum/secondary/math9ex/
- EQAO's sample assessment questions, which include scoring guides, item-specific rubrics and sample student responses at http://www.eqao.com/Educators/Secondary/09/09.aspx?Lang=E&gr=09&Aud=Educators&App=Educators

Graphic organizers: Go to

- page 25 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy* for an overview at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- "Professional Learning Guide: Graphic Organizers" at http://www.edu.gov.on.ca/eng/studentsuccess/lms/graphicOrganizers.pdf
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9* for examples of graphic organizers at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Manipulatives (concrete materials): Go to

- *Professional Learning Guide: Manipulatives* at http://www.edu.gov.on.ca/eng/studentsuccess/lms/manipulatives.pdf
- page 22 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy* at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf

Manipulatives (concrete materials) ***continued:***

- pages 48–50 and 58 of *Leading Math Success: Mathematical Literacy, Grades 7–12: The Report of the Expert Panel on Student Success in Ontario* for a list of essential manipulatives at http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf
- the PowerPoint presentation *Family and Community Connections: Manipulatives and Technology* for examples of the use of manipulatives at http://www.edu.gov.on.ca/eng/studentsuccess/lms/library.html#family

Model: Go to pages 63–64 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* for suggestions on modelling at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Problem-solving strategies: Go to

- page 2 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM): Mathematical Processes* at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMProcesses.pdf
- pages 12–13 of *TIPS: Mathematics 2* for information about the role of students and teachers in selecting and applying a problem-solving strategy at http://www.curriculum.org/csc/library/tips/section2/ccmathprocess.pdf
- pages 38–44 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication* at http:/www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Reading and writing strategies: Go to *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9* at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Students with special education needs: Go to

- the numeracy segments of the webcast *High-Yield Strategies to Improve Student Learning* at http://www.curriculum.org/secretariat/may2.shtml
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Universal Design for Learning (UDL): Go to

- pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Case Studies: Schools on the Journey of Learning

Case Studies: Schools on the Journey of Learning

Observations from the Field

School Success Stories: Grade 9

The release of EQAO data has become a catalyst for annual reflection and discussion among Ontario's educators. While the assessments themselves mark the end of a cycle of instruction, learning and evaluation, the analysis of EQAO results marks the beginning of a cycle of improvement planning across our school communities.

Once again, EQAO is pleased to profile six secondary school communities from across the province that are using provincial assessment results as evidence contributing to their own improvement planning. The profiled schools are at various stages in their own journey of learning and continuous improvement. They are all representative of the dedicated school communities that can be found right across Ontario. The schools are notable for their leadership, proactive initiatives, positive attitude and sincere efforts to help every child succeed. These are schools that have adopted an action plan based on their unique individual circumstances and actively work toward improved student outcomes.

The collection of these stories provides yet another opportunity for EQAO to engage the education community. Working with the stories is an enriching experience that also gives schools an opportunity to pause and reflect on what they have accomplished and where they want to go. We are pleased to shine the spotlight on the dedication of these schools and trust that the strategies they have put in place can serve as an inspiration for other schools across the province.

Some of the recurring themes that schools identify as factors in addressing the mathematical learning needs of students are a school-wide focus on numeracy; using EQAO data and resources to support instruction; increased cross-panel dialogue; the appropriate placement of students in the Grade 9 program; connecting mathematical concepts to real world experience; using technology and manipulatives for enhanced conceptual understanding and problem solving; on-going tracking of all student progress; in-school learning communities; board support for professional development and programs; and remedial help for at-risk learners.

EQAO celebrates these schools' stories and applauds the efforts of Ontario's educators, parents and public as we all work together to inspire students to become successful learners.

Barrie Central Collegiate Institute

SIMCOE COUNTY DISTRICT SCHOOL BOARD

Student population: 1078; Grades: 9–12; Principal: Russell Atkinson

Russell Atkinson, principal; Chris Gilewicz; Bonnie Pereira; Thomas Barnes.

The oldest school in the city, Barrie Central Collegiate Institute offers extensive programming in a dynamic and supportive learning environment to 1078 students in Grades 9–12. This semestered school carries a full complement of academic, applied and open courses leading to university, college and the workplace, with concentrations in some specialized areas of the arts as well as extended French programs. A vast array of extracurricular activities promote student growth and strong community connections. Students identified as having special education needs comprise 20% of the school population, whereas the number of English language learners is quite small. Declining enrolment is currently resulting in staff reductions.

Three and a half years ago, when EQAO data identified mathematics as an area of considerable concern, incoming principal Russell Atkinson made numeracy a priority. He immediately began assembling an able and enthusiastic team of math teachers with strong science backgrounds. As a former science teacher himself, he appreciated that the characteristics of a good science program apply easily to mathematics.

Together Barrie Central's talented and dedicated team of teachers analyzed the EQAO data to determine specific student strengths and needs in order to inform their programming and refine their teaching techniques. This process has resulted in, among other things, a renewed focus on the language of mathematics. Students learn how to understand questions and communicate the thought processes behind the calculations in their responses. Using EQAO sample student responses, teachers provide opportunities for students to compare and evaluate their own work. One of the board's math coaches guides teachers in using computer technology that instantly collates student responses to multiple-choice questions, thus providing timely and valuable information to teachers for clarification and planning future instruction.

Barrie Central has established powerful connections with its family of schools. The principals meet monthly to plan for a seamless progression from elementary to high-school mathematics.

To this end, Grades 7, 8 and 9 teachers examine the math curriculum expectations to ensure complete coverage and share information about teaching and assessment strategies. The teachers then develop a diagnostic assessment to be administered to all Grade 8 students and marked collaboratively by teachers. The results are compiled in a spreadsheet and used by Grade 8 teachers to identify gaps in learning before students enter high school. This data combined with information from other sources is useful for assisting students and parents to select a course for Grade 9 mathematics.

The board has supported its high schools in developing a variety of transition programming. One example provides release time for a Grade 9 teacher to deliver a sample mathematics lesson to all Grade 8 students in its feeder schools. This lesson, a follow-up assessment package and posters explaining the differences between applied and academic assignments aid in effective course selection.

"I think, in Grade 9 math especially, it helps to have a science background when teaching mathematics. Students need to get up and be active, measure and manipulate things. That's how our math classrooms operate."

—Russell Atkinson, principal

Course changes are facilitated once the school year has begun. Teachers of applied and academic courses follow the same curriculum strands each semester in order to reduce the amount of catch-up time for transferring students.

To further support students in mathematics, a daily lunch hour drop-in centre is available for students to complete homework or practise newly acquired skills. A math teacher is always present to assist students. Initially reluctant to seek assistance, Grade 9 students now fill the room to capacity.

Perceiving a strong correlation between participation in extracurricular activities and student success, the teachers at Barrie Central encourage Grade 9 students to get involved. A school-based mentoring program has established positive relationships between Grade 9 students and older role models, which also gives students a sense of belonging.

"As soon as students are involved in something they enjoy, whether it's art or Latin club, they enjoy my math class more because they have other people in the class to relate to."

—Thomas Barnes, teacher

BARRIE DISTRICT CENTRAL COLLEGIATE

Barrie Central Collegiate Institute

"We think, in a couple of years down the line, there'll be a reengagement and a better understanding of how parents can help their kids. We want them to understand how important parents are in the education of their children."

—Russell Atkinson

Absenteeism, especially from applied classes, is a serious impediment to student progress. The board has supported the school staff in reaching out to parents for help in this area. Aware that many of the parents may not know how to help their children succeed, the school holds monthly community dinners, with free babysitting, practical information from resource people and the opportunity to connect with staff in a social setting. In this way, the school endeavours to build a sense of community and trust. Operating on the conclusions from studies, which confirm that "if parents are engaged, kids are successful," the staff is optimistic that student achievement will continue to increase.

Certainly, data-driven decisions about programming and teaching strategies, strong transitions initiatives, collaboration among teachers and an enduring commitment to parental involvement have already had a positive impact on the Barrie Central school community.

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	57%	48%
Male	43%	52%
English language learners	1%	0%
Special education needs	1%	19%
Speaks primarily a language other than English at home	3%	0%

Beaver Brae Secondary School

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

Student population: 875; Grades: 9–12; Principal: Katherine MacIver

Kenora's Beaver Brae Secondary School offers academic, applied and locally developed courses in Grades 9 through 12 in the first and second semesters. Due to a decline in the forestry industry, the community is in transition. Of the 875 students attending Beaver Brae, 40% are Aboriginal, and this proportion is expected to reach 50% within the next few years. Some of these students live or board in Kenora, but about 75% are bused from outlying areas, including reserves over 50 kilometres away. Students come from varied economic backgrounds. Some Aboriginal students speak a mixture of English, Ojibwa and Oji-Cree.

The teachers at Beaver Brae realize that success comes through knowing their students well. Along with the Grade 9 EQAO reports, they use the Managing Information for Student Achievement database, which includes all scores from EQAO, the Comprehension, Attitudes, Strategies, Interest (CASI) assessment and other tests administered before the students enter Grade 9. These provide data-rich profiles of students entering the school. Cross-panel discussions with the Grades 7 and 8 teachers help ensure that students are appropriately placed. This fall, Beaver Brae will use an entry assessment at the beginning of Grade 9. The resulting information will be shared with the Grade 8 teachers.

"There has been a lot of collaboration with the Grades 7, 8 and 9 mathematics teachers through the Student Success Initiative. It brings teachers together to discuss the enduring understandings and key expectations needed to give students the best start possible in Grade 9."

—Katherine MacIver

Katherine MacIver, principal; Bill Broten, head of math; Janice England, Student Success teacher

"We deal with critical literacy skills. We're not teaching mathematics in isolation or literacy in isolation. There needs to be that crossover so that the students see the connections and are gaining skills that are transferable. As a board, we have focused a lot of professional development into mathematics literacy and literacy across the content areas."

—Katherine MacIver, principal

The school's early-intervention policy ensures that students struggling in the first couple of weeks get extra help from staff or a tutor, or a call home. Flexible timetabling allows movement between courses if necessary. Beaver Brae, in partnership with Ontario Works, hosts a Parents at Secondary School program, which allows young parents to attend school with their children. The school also offers the Urban Aboriginal program, run in partnership with the Nechee Friendship Centre in a downtown facility.

The EQAO Detailed School Results and Profile of Strengths and Areas for Improvement for Grade 9 showed challenges in problem solving and the use of integers, fractions and algebra. Many students had difficulties working through multiple-choice questions.

The teachers realized that they needed to teach literacy along with mathematics skills. Some students had difficulty understanding questions and finding key words in order to demonstrate their knowledge. Since the school's demographics were changing, the staff realized that their approach had to change too.

Teachers work hard to engage their students. They share best practices and apply ideas from EQAO's "Strategies for Success." They work with small groups and use differentiated instruction, technology and initiatives such as Judo Math, which demonstrates applied mathematics in a physical education program. The staff has been given training emphasizing the importance of talk in the classroom. Educators use anchor charts, manipulatives, strategies such as Think-Pair-Share, and the language of the curriculum and EQAO assessments in lessons.

> "This year our board is using a design-down planning process. We use data to help us to plan for this group of students and close achievement gaps. We're seeing alignment and focus. We talk about precision teaching. We use multiple strategies to deliver the curriculum."
>
> —Katherine MacIver

The mathematics teachers incorporate EQAO exemplars into each assignment in order to demonstrate what work at a high level looks like. Students work in groups and present their answers, and the rest of the class scores their work. This exercise encourages students to realize that people solve problems in different ways. The staff is not just teaching the students mathematics but coaching them to become better learners.

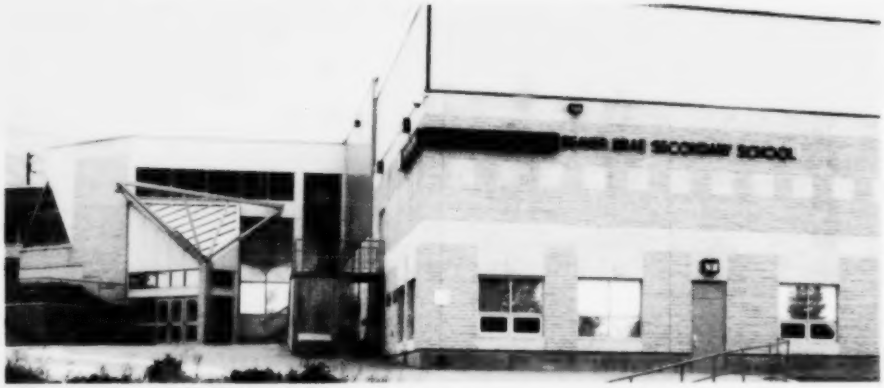
"The collaborative community of teachers that we have here is important because there is a lot of communication, especially in the mathematics department. They really work to focus in on key expectations and the key needs of students and then plan appropriately from there."

—Katherine MacIver

Beaver Brae's collaborative approach exemplifies how new teaching practices are necessary to meet the needs of a changing student population. The data show the school's staff members where the school has improved and where they need to focus in the future.

"I was thrilled to see where EQAO has gone in giving us feedback to use in department meetings. Having access to the data changes you. It focuses you in your planning and your teaching. You look at the data and say, 'maybe I should be adjusting my teaching.'"

—Bill Broten, head of mathematics



Beaver Brae Secondary School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	52%	34%
Male	48%	66%
English language learners	0%	0%
Special education needs	6%	29%
Speaks primarily a language other than English at home	2%	2%

E.L. Crossley Secondary School

DISTRICT SCHOOL BOARD OF NIAGARA

Student population: 820; Grades: 9–12; Principal: Ann Harrison

E.L. Crossley Secondary School, in Fonthill, serves 820 students, all of whom are bused. The school's community is stable and predominantly English-speaking. The combination of rural farming families and urban commuters encompasses a broad socio-economic range. A current decline in the school's enrolment is in keeping with Niagara region averages.

Built in 1963, E.L. Crossley has assumed numerous identities before becoming a community-based composite school offering a full range of academic, applied, hands-on technology and apprenticeship courses leading to university, college and the workplace. With 70% of the student population in academic and 30% in applied courses, there is a heavy concentration of students in sciences. While the striking mural that graces the exterior of the school pays homage to its vocational origins, the hands that occupy the mural's centre might just as readily represent the increasing deployment of technology and manipulative materials in the math and science classrooms of today. Moreover, excellent athletic, arts and music programs, together with a wealth of extracurricular activities (for example, one of the few school marching bands in Ontario), provide a plethora of possibilities for student growth.

Ann Harrison, principal

Asked to explain the achievements of the school's academic and, more particularly, its applied students on the Grade 9 Assessment of Mathematics, Principal Harrison cites the tremendous efforts, talents and commitment of her teachers as key.

> **"There is no magic bullet. It's about a lot of people working hard to improve their practice in order to improve the understanding of the students sitting in front of them."**
>
> **—Ann Harrison, principal**

Concerned with gaps in students' mathematical skills, the staff employed data to evaluate the success of their math program and to guide planning and instructional practices. Beyond the EQAO data, which identified problem-solving, number sense and numeration as areas of concern, information such as success rates, pass rates, credit accumulation data and feedback from teachers was used to modify instruction. The school recognized a need to improve math programming and refine its pedagogical practices.

To this end, E.L. Crossley teachers attended workshops focusing on Marzano's high-yield strategies, which are statistically proven and highly applicable to differentiated instruction. Teachers attended workshops to learn how to integrate technology and the use of math manipulatives into their teaching strategies. They proceeded to use this knowledge in the classroom, which resulted in the improvement of student learning outcomes.

Another component of the school's ongoing effort to improve process is data-driven dialogue throughout the board. For instance, when EQAO data become available, the principal meets with the math head and data team to examine the results to identify areas of competence and concern and to guide the school improvement plan. Later, the math head

> **"It's a lot of hard work to make sure students are placed appropriately. This school has a total team approach to working with kids—working with parents and students—to lead them to success."**
>
> **—Ann Harrison**

E.L. Crossley Secondary School

discusses this information with the math department members, while the data team shares best practices with teams from other schools. The principal presents the Grade 9 assessment and OSSLT results and credit accumulation information, including anecdotal information, to staff to enhance programming and inform practice in the school. She then shares questionnaire information with the principals from the family of schools to aid in planning.

The school's administration values and promotes close communication with its feeder schools as a means of ensuring the appropriate placement of incoming students. The principals speak monthly in preparation for the Grade 9 transition. High school math teachers meet with their Grades 7 and 8 counterparts to share information concerning curriculum and student achievement. The feeder schools use Grade 6 EQAO data to create a transition sheet that identifies the specific strengths, needs and learning styles of each student. Exemplars from the EQAO Web site are also employed as teaching tools and as gauges of student literacy and numeracy.

E.L. Crossley's Student Success team meets with every Grade 8 teacher and reviews each student's file to ensure proper placement. Parents' concerns regarding course selection are resolved through informative dialogue. Following placement, at-risk students are tracked by team members. All students meet individually with the guidance counsellor.

The individualization of student programming is a particular focus at E.L. Crossley. Changes in timetabling, for example, allow for smaller classes in applied math and more flexibility to change courses should a student's placement prove unsuitable. Other supports include peer-tutoring, conferencing with parents, increased time in the resource room and grouping assignments.

The measures that are taken each year to welcome, challenge and support incoming students illustrate a profound level of professionalism and caring. This team is highly skilled at responding to data thoughtfully and collaboratively in the interest of meeting the individual needs of every student.

"The reality is that it is the students who have to make the change. The staff is there to help them."

—Ann Harrison

"I have an enormously dedicated group of teachers that really look at each individual student. My teachers always ask "Who's behind the data?" The name is more important than the number. My staff knows the personal story behind every student so there's an empathy piece that's so important."

—Ann Harrison

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	50%	40%
Male	50%	60%
English language learners	0%	0%
Special education needs	6%	29%
Speaks primarily a language other than English at home	2%	2%

St. Joseph Catholic High School

OTTAWA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1433; Grades: 7–12; Principal: Steve McCabe

St. Joseph High School, in Nepean, serves 1433 students in Grades 7 through 12. The school is located south of Ottawa in a rapidly growing community consisting mainly of two-income families. The school's population is predominantly English-speaking. Eighty percent of the students are bused daily. Approximately 9% of the students have special education needs.

St. Joseph's administration and teachers believe that parental engagement in children's education is important to every child's success. As well as holding parent information evenings, teachers call parents when concerns arise. Parent-teacher interviews are encouraged, and some teachers also create Web sites to keep parents informed of course topics and expectations.

Parents' response to the school's encouragement has been positive, and their involvement in the school is high. An active school council supports all activities and initiatives. Parents willingly raise money to purchase new resources to improve student engagement and enhance learning opportunities. Specifically, the school council purchased math manipulatives, which have been well used by the intermediate math team.

Examining EQAO results and school data over time, the staff concluded that to improve student achievement in applied-level mathematics courses, the rest of the staff needed to collaborate with the mathematics department. Experienced teachers were assigned to teach the applied courses, and applied class sizes were capped at 25 students. Throughout the year, the staff participated in professional activities in which they shared strategies, discussed their progress and monitored the success of their students. Activities and language that modelled the EQAO Grade 9 mathematics assessment were integrated into daily classroom practice.

The Grade 9 EQAO mathematics results were included in the final grade for Grade 9 mathematics courses. Aware of the importance the staff placed on the EQAO assessment, students worked hard to be successful. Mathematics department head Sean Flynn observes, "the EQAO mathematics assessment is the curriculum."

ST. JOSEP
LIC HIGH
NBANK ROAD
tholicschools.ca

Cathy Landry, English department head; Shannon Villenueve, English teacher; Steve McCabe, principal; Ian Fischer, curriculum leader for mathematics and science; Sean Flynn, mathematics department head; Michelle Gauthier, student services department head.

The St. Joseph's staff determined that improving students' performance in the applied mathematics course was the responsibility not just of the Grade 9 mathematics teachers but of all staff members. Building on this understanding, the staff agreed that literacy and numeracy skills were directly connected, especially in the applied course. Professional learning community sessions included all departments. The mathematics department targeted specific areas, such as number sense and algebra, and integrated the teaching strategies used by staff to teach literacy skills. The administration provided staff with the opportunity and time to work together to develop and share strategies.

Teachers were encouraged to attend board-level workshops and relevant conferences. When teachers returned from these activities, they shared information and strategies with the whole staff. The Literacy Committee modelled the skill of making connections by producing a series of posters for staff and students that were displayed in every classroom. Students soon discovered that a common language and common strategies were being used across all subjects.

Ian Fischer, curriculum leader for mathematics and science, also introduced a year-end Grade 8 mathematics test and a student exit survey. Many of the questions on the test and the survey mirror the EQAO Grade 9 mathematics assessment. The mathematics staff meets as a team to review the test results and then make recommendations to parents, ensuring that students are placed in the appropriate Grade 9 mathematics course. Further to this, the test results and question-by-question analysis are tracked to inform instructional practice. The exit survey results provide data to the teachers concerning students' attitudes toward mathematics and other important contextual information, such as time needed to complete homework.

St. Joseph Catholic High School

Contributing to students' success at St. Joseph is the focus on a sound transition plan as students prepare to enter high school. St. Joseph's secondary mathematics department meets both formally and informally with intermediate teachers to discuss the Grade 9 mathematics curriculum and instructional and assessment practices. As well, the Grade 9 mathematics staff works with the Grades 7 and 8 teachers in professional learning community sessions focused on long-range planning, development of common formative and summative assessments, and moderation of assessments to ensure consistent evaluations. As part of this ongoing collaborative effort, appropriate math terms, such as "slope," are introduced in Grades 7 and 8 classes. The goal is for students to be familiar with the terms when the concepts are taught in Grade 9 mathematics classes. The staff feels that this initiative is serving the students well.

As part of the transition plan, Grades 7 and 8 teachers at St. Joseph conduct a meta-analysis of the elementary feeder school EQAO data. They use this to inform programming and to gain insight into the strengths and areas of challenge of the incoming Grade 7 class.

The staff and administration at St. Joseph are committed to the success of all students. Principal Steve McCabe states: "Our efforts do not begin in Grade 9. The most important dynamic is the ongoing collaboration and communication among staff. By working together to develop and share strategies, we are experiencing ongoing success, especially in our applied-level program. Ours is truly a Grades 7–12 success story."

> **"Our efforts do not begin in Grade 9. The most important dynamic is the ongoing collaboration and communication among staff. By working together to develop and share strategies, we are experiencing ongoing success, especially in our applied-level program. Ours is truly a Grades 7–12 success story."**
>
> **—Steve McCabe, principal**

GRADE 9
STUDENT POPULATION

	ACADEMIC	APPLIED
Female	50%	46%
Male	50%	54%
English language learners	0%	0%
Special education needs	4%	36%
Speaks primarily a language other than English at home	6%	9%

St. Joseph-Scollard Hall Secondary School

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

Student population: 925; Grades: 9–12; Principal: Debbie Piekarski

St. Joseph-Scollard Hall (SJSH) Secondary School, in North Bay, serves a vast geographical area, with approximately half its 925 students bused up to an hour to and from school. SJSH is the only Catholic secondary school in the area, and it offers a French Immersion option. The majority of students are English speaking, and there is a small self-identified Aboriginal population. The demographics of the school have changed very little over the past five years. There is a large special education needs cohort of 325 students, who receive positive and focused programming. Forty-eight of these students are in three Learning Assistance Centre classrooms with specialized programming.

Ruth Hyndman, mathematics lead, reports that as part of their regular practice, SJSH staff "look at the Grade 9 EQAO results to see where we need to strengthen our delivery of the mathematics curriculum." In examining the EQAO data over time, they determined that students were having difficulty with ratios and geometry. Using their own classroom data and teacher observation, the educators discovered that students were struggling due to a lack of mathematics skills. The staff worked hard to create visual aids to help students understand geometry better. To improve students' skills using ratios, the teachers realized they would have to backtrack in their courses to incorporate additional lessons and review the rules for fractions. The mathematics department and the student success teacher collaborated with teachers in Grades 7 and 8 to ensure the consistency and continuity of resources and programming. They also targeted and focused their teaching practices and included work with mathematics manipulatives. They developed a continuum from Grades 7 to 9 to address the needed skills and implemented common math textbooks across the system in Grades 1 to 12. Skills necessary to meet expectations in both academic and applied math were clearly defined, allowing Grades 7 and 8 teachers to focus on the important skills and concepts students needed to master.

This collaboration between the Grades 7 and 8 teachers and the high school has been positive. Professional learning community sessions allow teachers to meet five times a year to share ideas, strategies and assessment practices. The high-school teachers share exemplars of student work with their Grades 7 and 8 counterparts and encourage them to model EQAO questions and responses in their day-to-day classroom work. The teachers work together in moderation activities to ensure they all have the same expectations.

This past year, teachers also attended a "Big Ideas from Dr. Small" professional development session to help them make connections among mathematics ideas and gain confidence in their teaching. Through a Ministry initiative, the high school was able to release a teacher to coach the Grades 7 and 8 teachers for a four- to five-week unit of study. As well, an online staff portal was set up for Grades 7–12 teachers to share information. Next steps include working with the junior-division teachers to help them make connections among mathematical ideas and use resources effectively.

ST. JOSEPH-SCOLLARD HALL

St. Joseph-Scollard Hall Secondary School

Ruth Hyndman, math curriculum unit lead; Debbie Piekarski, principal; Joe Bitonti, principal for Student Success

Another key strategy is ensuring students are placed correctly in Grade 9. Grade 8 teachers use a transition planner to record information about their students entering Grade 9, including report card marks, attendance data and Grade 6 EQAO results. When the guidance department visits SJSH's 10 feeder schools, the teachers carefully examine the data generated for each student, flag students who are potentially at risk and discuss students' placement at length, making recommendations. The high-school staff has found that there are direct correlations among Grade 6, Grade 9 and OSSLT results and that the Grade 6 results are a reliable predictor of student achievement in high school. Student success leader Joe Bitonti states: "We are just starting to explore the depths of Grade 6 EQAO data. We need to do a better job of using it as a supportive piece for streaming students into the correct course." SJSH tries to schedule Grade 9 academic and applied courses so students can move easily from one to the other if necessary. The school's Grade 9 teachers are skilled at recognizing inappropriately placed students early in September, and swiftly facilitate the necessary changes. They give struggling academic students remediation packages and make themselves available to help the students complete them. SJSH has many supports for students, especially those in applied-level courses. A resource room, attended by a teacher and an educational assistant, is available all day for students to use either by choice or as directed by a teacher. The school has also ensured that there is an educational assistant in every applied-level classroom. In addition, the size cap for applied classes is lower than that for the academic classes. Tests for Grade 9 courses are cumulative, which students appreciate, as they can review everything they do in each unit. There is also an active after-school peer tutoring program run by senior student volunteers chosen by the guidance department.

Comparing the results of the winter and spring administrations of the EQAO math assessment, the staff determined that students writing in spring were more successful. Students writing in winter did not have the experience of a mathematics examination, so SJSH made a decision to pilot test full-year applied and academic mathematics and English courses. The response to these courses from the feeder schools has been tremendous, and SJSH struggles to keep up with demand. The school also plans to track this cohort to determine whether its students are more successful.

"Student success is our objective. We work hard at making sure every student has the resources and the opportunities to be successful. The measures taken each year to welcome, support, challenge and engage incoming Grade 9 students illustrate a level of professionalism and caring that is profound. Educating children is a team effort. The staff at St. Joseph-Scollard Hall is a dedicated team that truly cares about kids."

—Debbie Piekarski, principal

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	56%	52%
Male	44%	48%
English language learners	0%	0%
Special education needs	6%	40%
Speaks primarily a language other than English at home	1%	0%

St. Theresa of Lisieux Catholic High School

YORK CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1700; Grades: 9–12; Principal: Peter Bahen

St. Theresa of Lisieux Catholic High School in Richmond Hill opened in 2002 and serves 1700 students from a mix of socio-economic backgrounds. About 35% of the students are bused. St. Theresa offers academic, applied and locally developed semestered courses in Grades 9 through 12 and has an advanced placement program. Twenty-nine percent of the school's students have been formally identified as having special education needs.

St. Theresa's teachers use EQAO and other data effectively. Proper placement, explicit teaching, individual help, plentiful resources and a focus on the curriculum ensure student success. Communication and collaboration are key strategies as are common language and assessments. As a result of these strategies, 75% of Grade 9 students in applied and academic math state that they feel well-prepared and understand the mathematics they are taught.

Acting principal Peter Bahen and his staff make tremendous use of EQAO data and resources. In order to ensure the successful teaching of the curriculum, Frank Dalla Corte, former department head of mathematics and now vice-principal, leads his team in examining Grade 9 EQAO data in conjunction with data from the primary and junior assessments on a student-by-student basis.

Through the extensive analysis of data, followed by discussion, reflection and review, the staff continues to refine the math program delivery in partnership with local elementary schools. The mathematics department has established good relationships with the feeder schools, sharing EQAO results and providing Grade 8 teachers with materials and in-service training.

EQAO resources play a prominent role in the mathematics department's planning. Department members mine the EQAO Web site for resources. They read success stories, watch EQAO webcasts and use sample EQAO tests. Staff members have scored for EQAO and have worked on the agency's sensitivity committees.

George Azar; Danielle Campacci; Peter Bahen, principal; Frank Dalla Corte, vice-principal; Pat Annecchiarico

The staff also looks at the EQAO results for each test question to gauge how well the curriculum is being delivered. This item-by-item analysis is used to adjust the language or approach for specific lessons. The teachers focus on the curriculum but are equally concerned with engaging their students in learning through the use of technology such as Smart Boards and Senteo response systems ("clickers"). Such technology also gives teachers and students specific data on student learning.

The success of St. Theresa's students is the result of a team effort. Everyone takes ownership in delivering the curriculum. The teachers' practices are data-driven. Teachers set the expectations, use common language and assessment tools and engage in continuous collaboration and dialogue.

> "We very much believe in common assessment. Our Grade 9 teachers make sure that the students are writing the same tests and the same quizzes."
>
> —Frank Dalla Corte, vice-principal

"We look at data as a benchmark. We look at how we deliver the curriculum, how our students are achieving, whether they are meeting with success, whether there is something we need to review and take a different approach on."

—Frank Dalla Corte

St. Theresa of Lisieux Catholic High School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	47%	45%
Male	53%	55%
English language learners	0%	0%
Special education needs	3%	39%
Speaks primarily a language other than English at home	8%	6%

To ensure continuity and consistency, teachers have developed mathematics course kits that support the curriculum. The kits act as workbooks and course study guides. Each teacher takes responsibility for one strand and provides quizzes, worksheets and tests gathered from EQAO, the Ministry (e.g., the Targeted Implementation and Planning Supports [TIPS]) and commercial sources. Imbedded in every unit are EQAO-type multiple-choice and open-response questions. Using the course kit saves class time, as all materials are on hand.

A key part of ensuring student credit accumulation is proper placement. New Grade 9s visit St. Theresa in August and write a diagnostic mathematics test. During the first week of September, there is a review of Grade 8 work followed by another assessment. Coupled with student history and data from the feeder schools, these marks give an excellent indication of appropriate placement for the students.

Teachers schedule regular times for extra help in mathematics, with additional availability before tests. Senior students offer help after school as part of their community service. There is a mathematics teacher who works one-on-one with students with special education needs, who are withdrawn on a staggered timetable to ensure they do not miss the same class repeatedly.

Communication with parents is frequent through progress reports, course kits and information letters that students must have signed and returned. Parents can access student marks online. A package based on the curriculum is sent home 14 days before the EQAO math assessment. It includes 80 sample questions for students to complete as preparation for the assessment and the final exam.

Committed to delivering the best programs possible, the educators at St. Theresa are positive, interested in learning new techniques, able to use technology effectively and eager to share their ideas.

St. Theresa's educators use specific SMART goals based on the curriculum and have enduring expectations for their students. They teach, model and discuss life skills such as organization, time management and decision making. They help the students make connections to the real world.

"What it comes down to is this: you have to care. I see students coming into high school that have not had success in mathematics and have a block. I want to get by that. I tell them that this is a fresh start. I can give you many strategies, but if we cannot make a connection with a child, we are not going to be successful. I think we're successful when students come to math class happy and want to be there."

—Frank Dalla Corte

The EQAO Assessment Process

About the Primary Division, Junior Division and Grade 9 Assessments

EQAO conducts several province-wide assessments, among them the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, as well as the Grade 9 Assessment of Mathematics. The primary and junior division assessments are conducted annually and involve all Grades 3 and 6 students in publicly funded schools in Ontario. The Grade 9 Assessment of Mathematics involves all Grade 9 students taking applied or academic mathematics courses and is conducted twice annually—in January for students in first-semester courses and in June for students in second-semester and full-year courses.

The results of the assessments yield individual, school and school board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school, school board and provincial levels.

Design and Development

EQAO consults with educators from across the province on all aspects of the assessments, including item (question) development, item review (i.e., for bias, curriculum connection and content), administration, field testing, scoring-material development, scoring and reporting.

All EQAO assessments are developed in keeping with the *Principles of Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. Parallel versions of the assessments are developed for English- and French-language schools. The versions have the same number and kinds of questions but reflect variations in the curricula for the two languages.

The assessments measure how well students have met the provincial expectations for the subjects assessed as outlined in *The Ontario Curriculum*. The assessments contain open-response and multiple-choice questions through which students can demonstrate what they know and can do.

Grades 3 and 6 students are assessed in three key areas:

Reading: using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas

EQAO consults with educators from across the province on all aspects of the assessments, including item (question) development, item review (i.e., for bias, curriculum connection and content), administration, field testing, scoring-material development, scoring and reporting.

Writing: using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader

Mathematics: demonstrating knowledge and skills across the five strands of mathematics: number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability

Grade 9 students taking academic mathematics are assessed on their demonstration of knowledge and skills across the four strands of the academic mathematics curriculum: number sense and algebra; linear relations; analytic geometry; and measurement and geometry. Grade 9 students taking applied mathematics are assessed on their demonstration of knowledge and skill across the three strands of the applied mathematics curriculum: number sense and algebra; linear relations; and measurement and geometry.

Consistency and Fairness

In order to ensure that the assessments are administered in a consistent and fair manner to all students, EQAO publishes guides for schools to follow. The guides outline in detail what is expected of educators involved in the administration of the assessments, including

- professional responsibilities for the administration of the assessments;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return to EQAO) and
- the accommodations and special provisions allowed for students with special education needs and English language learners.

During the assessments, students work independently to solve problems, write their responses and answer multiple-choice questions. Students must work independently in a quiet environment, supervised by teachers.

Quality-assurance procedures help ensure that EQAO's assessments produce valid and reliable data. EQAO follows a number of procedures that ensure parents, educators and the public can have confidence in the reliability and validity of the data the agency reports. These include

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit a random sample of schools and observe the administration of the assessments.
- **Database analyses:** EQAO conducts two types of statistical analysis of student response data. The first identifies student response patterns that suggest collusion among two or more students. The second examines overall patterns of school results and the proportion of students performing at or above the provincial standard (Level 3) over time.

Scoring

EQAO follows rigorous scoring procedures to ensure the reliability of assessment results. The primary division, junior division and Grade 9 assessments are scored by qualified Ontario educators. All scorers undergo extensive training and must pass a qualifying test before beginning to score.

The validity and reliability of scoring is tracked daily at the scoring site, and retraining occurs if it is required.

Scoring provides teachers with valuable professional development in the area of understanding curriculum expectations and assessing student achievement.

Reporting

EQAO uses a four-level scale to report on student achievement. This scale is based on *The Ontario Curriculum*, which sets Level 3 as the provincial standard. Levels 1 and 2 indicate achievement below the provincial standard, while Level 4 indicates achievement above the standard.

The student's overall result is derived by combining his or her results from the open-response questions with those from the multiple-choice questions.

EQAO follows rigorous scoring procedures to ensure the reliability of assessment results.

About the Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current knowledge about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO provides Individual Student Reports and posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values all students having the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Explanation of Terms

All Students

Results are reported for all students in the grade (Grade 3 or 6) or program (applied or academic for Grade 9).

Participating Students

Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).

Provincial Standard

The Ministry of Education, in *The Ontario Curriculum,* has set Level 3 as the provincial standard. Level 3 identifies a considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Grade 9, Level 4 (80–100%)

The student has demonstrated a very high to outstanding level of achievement. Achievement surpasses the provincial standard.

Grade 9, Level 3 (70–79%)

The student has demonstrated a high level of achievement. Achievement is at the provincial standard.

Grade 9, Level 2 (60–69%)

The student has demonstrated a moderate level of achievement. Achievement is below, but approaching, the provincial standard.

Grade 9, Level 1 (50–59%)

The student has demonstrated a passable level of achievement. Achievement is *much below* the provincial standard.

Grade 9, Below Level 1

The student has not demonstrated sufficient achievement of the curriculum expectations (below 50%).

Primary and Junior, Level 4

The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.

Primary and Junior, Level 3

The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.

Primary and Junior, Level 2

The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.

Primary and Junior, Level 1

The student has demonstrated the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.

Primary and Junior, NE1

"Not Enough Evidence for Level 1" is used when students provided enough information to score but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

No Data

This designates non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.

Exempt

This designates students who were formally exempted by the school from participating in the assessment or, in the case of Grades 3 and 6, one or more components of it.

English Language Learners

Students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.

Students with Special Education Needs

Students with special education needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

W

Results for some or all students are being withheld by EQAO.

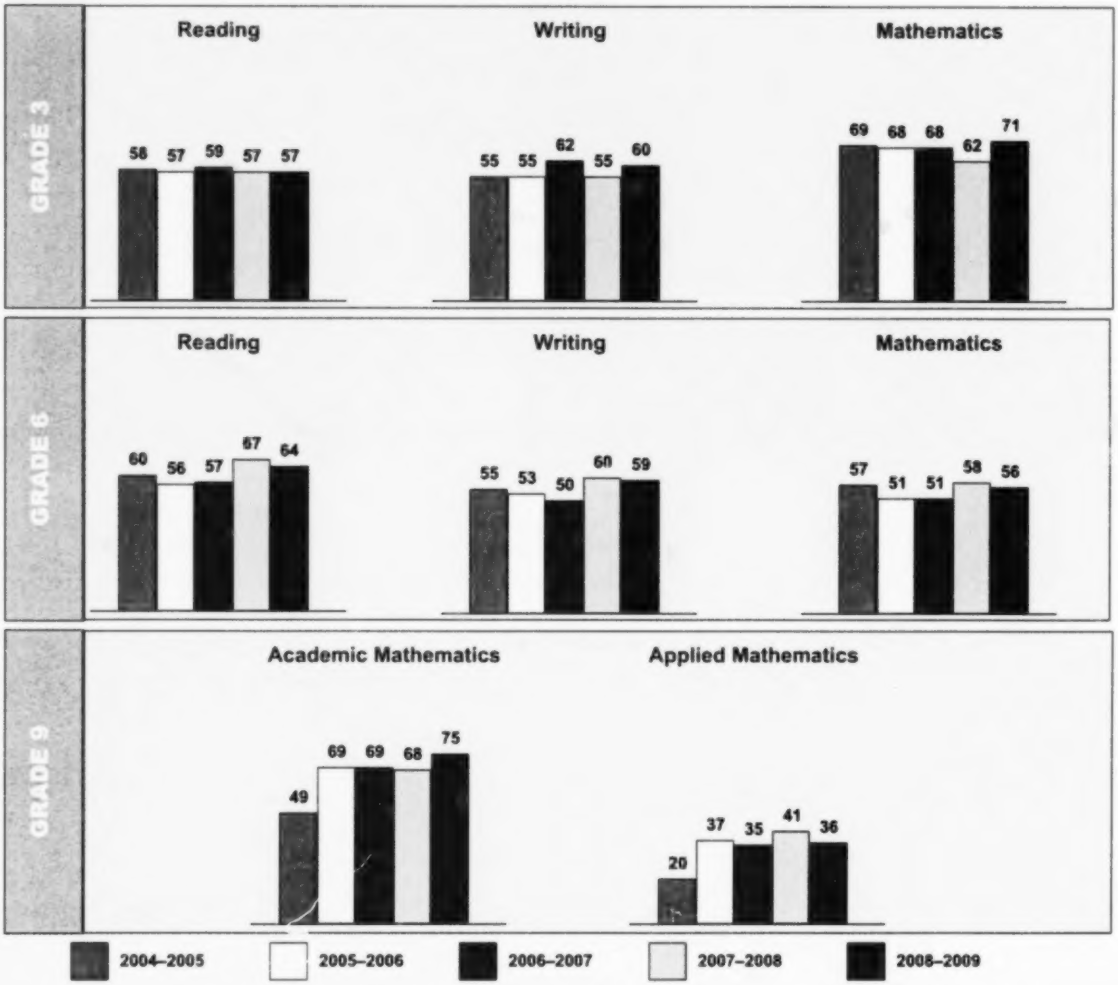
Board Results

Board Name: Algoma DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		0%	<1%	<1%
Students with special needs (excluding gifted)	13%		25%	5%	28%
First language learned at home was other than English	1%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*36*		*35*	*10*	*10*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*687*	*749*	*860*	*665*	*405*
2005–2006	*653*	*719*	*859*	*646*	*351*
2006–2007	*562*	*614*	*804*	*548*	*403*
2007–2008	*576*	*624*	*766*	*574*	*398*
2008–2009	*568*	*623*	*740*	*510*	*393*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) RESULTS OVER TIME



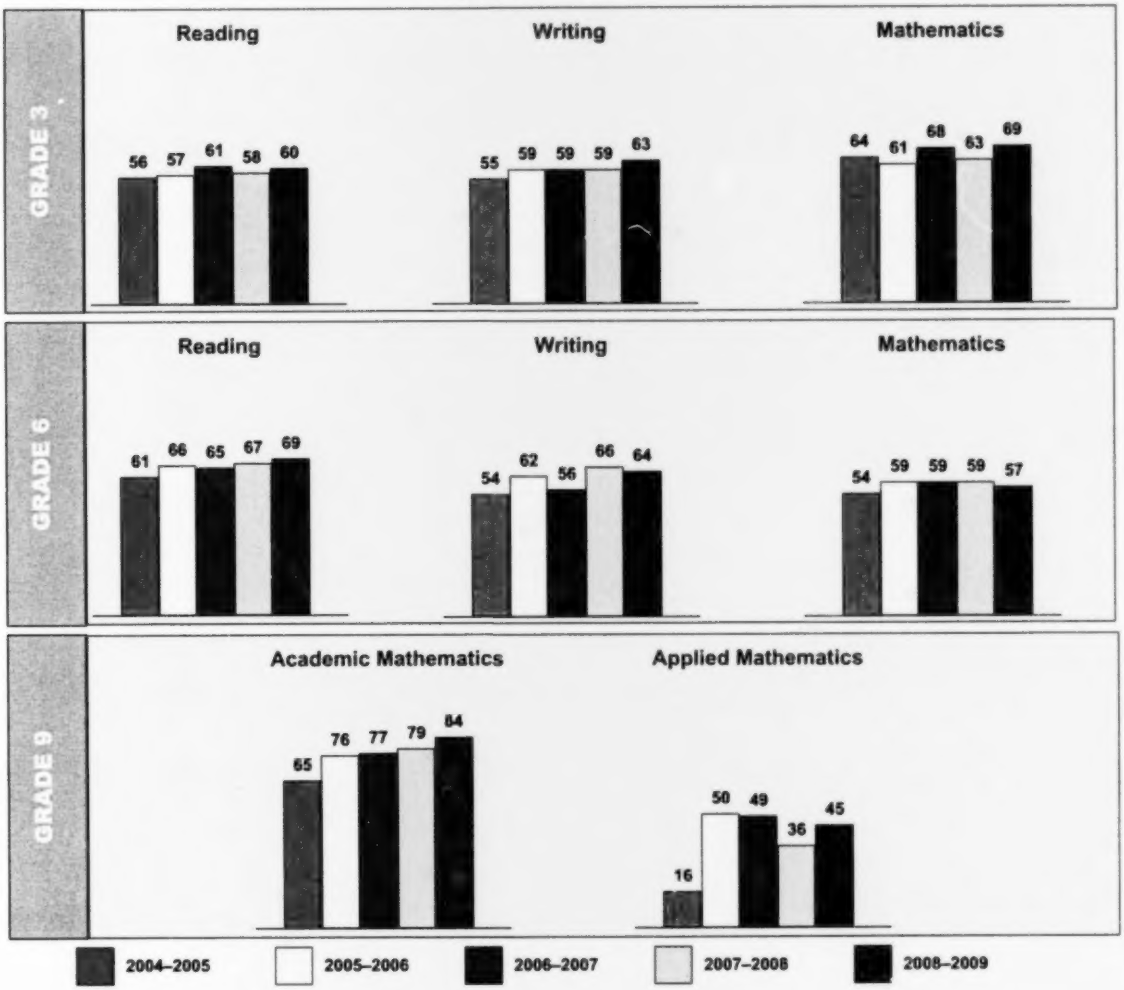
Board Name: Algonquin and Lakeshore Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		0%	1%	<1%
Students with special needs (excluding gifted)	15%		24%	5%	39%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	4%	3%
Number of Schools	*35*		*34*	*5*	*5*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*874*	*874*	*994*	*729*	*269*
2005–2006	*776*	*776*	*960*	*708*	*257*
2006–2007	*763*	*763*	*926*	*780*	*275*
2007–2008	*816*	*816*	*896*	*706*	*276*
2008–2009	*748*	*748*	*781*	*662*	*243*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

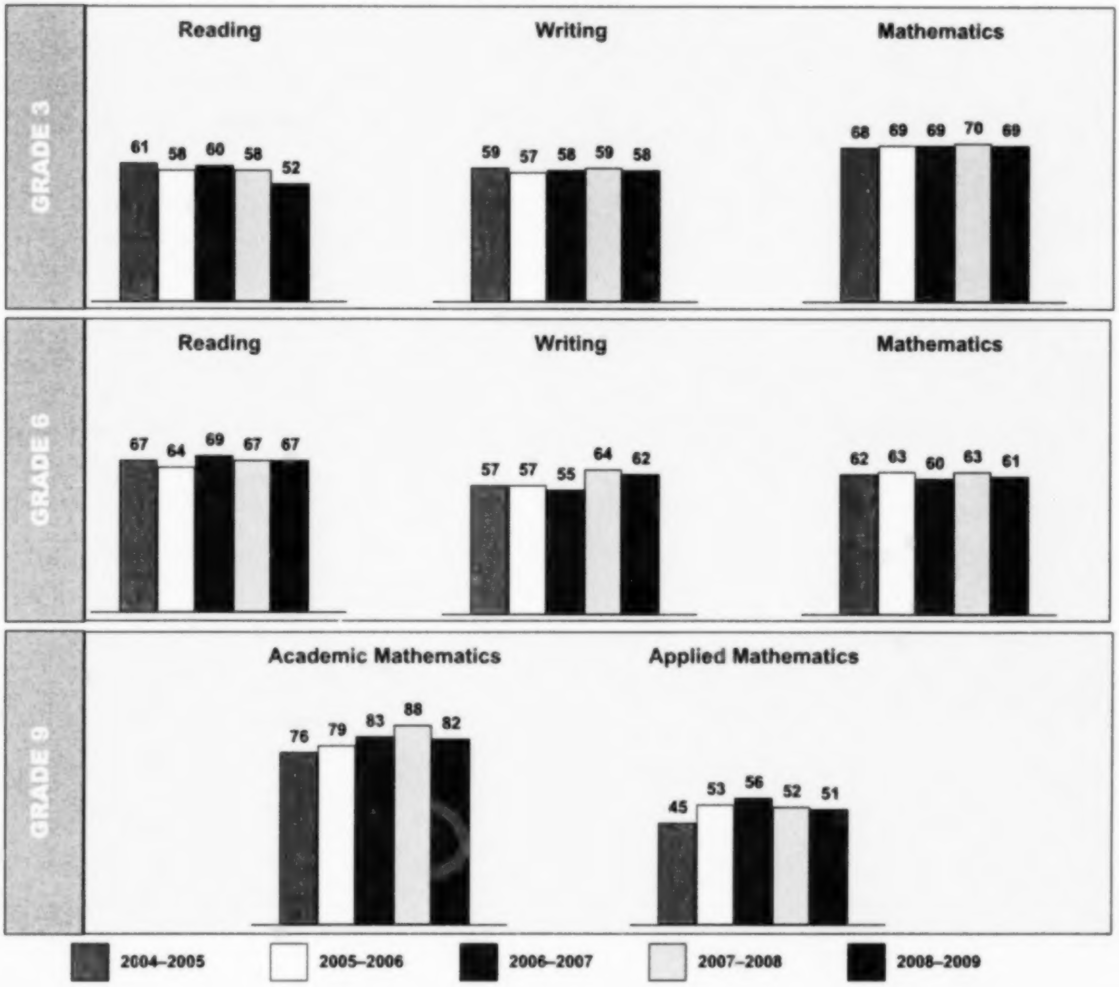


Board Name: Avon Maitland DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	4%		3%	<1%	<1%
Students with special needs (excluding gifted)	10%		16%	3%	23%
First language learned at home was other than English	4%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	2%
Number of Schools	*41*		*41*	*9*	*9*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 214*	*1 214*	*1 276*	*853*	*571*
2005–2006	*1 131*	*1 131*	*1 290*	*884*	*555*
2006–2007	*1 211*	*1 211*	*1 300*	*866*	*534*
2007–2008	*1 103*	*1 103*	*1 229*	*849*	*501*
2008–2009	*1 063*	*1 063*	*1 125*	*786*	*548*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

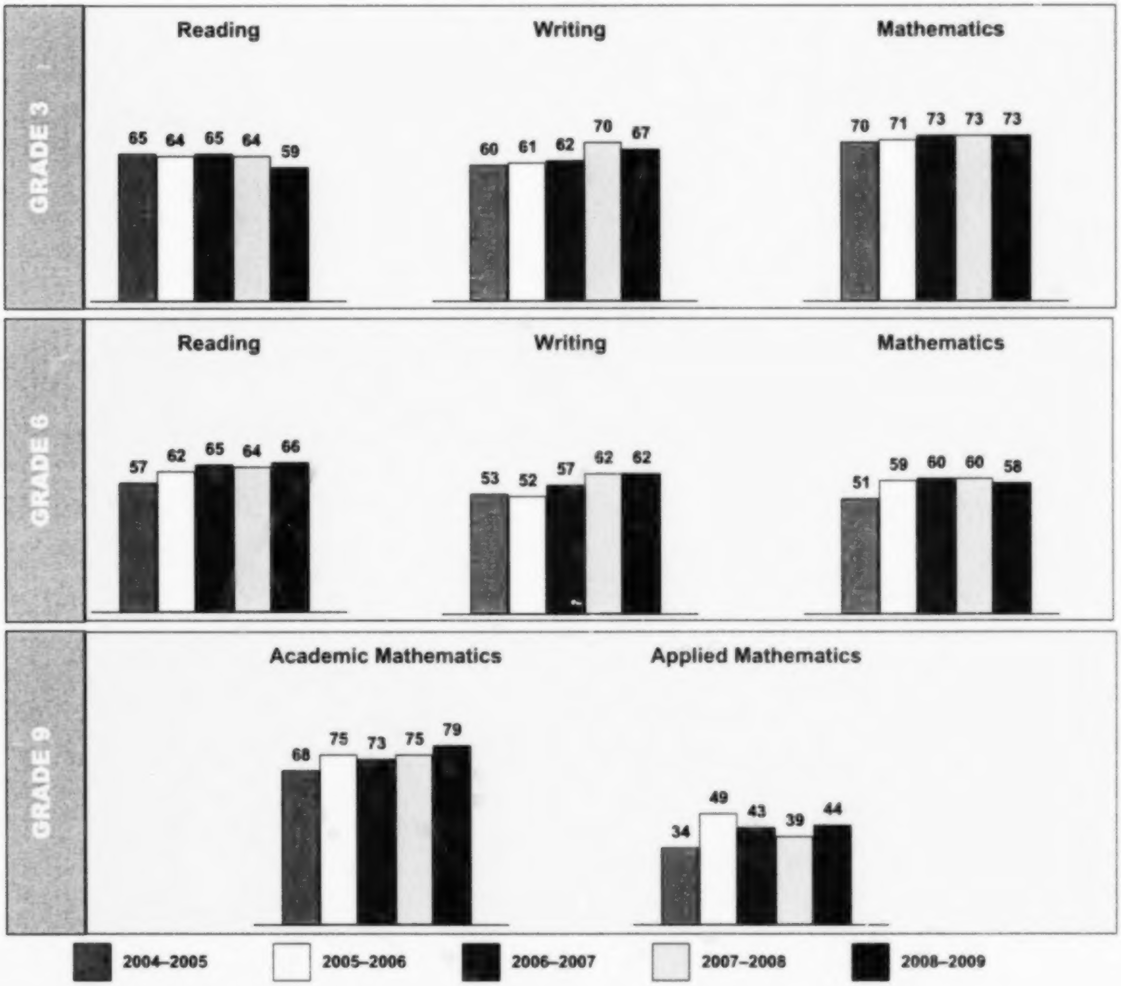


Board Name: Bluewater DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		0%	<1%	0%
Students with special needs (excluding gifted)	22%		21%	4%	27%
First language learned at home was other than English	1%		<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	1%
Number of Schools	*40*		*39*	*11*	*11*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 321*	*1 321*	*1 554*	*992*	*729*
2005–2006	*1 277*	*1 277*	*1 561*	*960*	*669*
2006–2007	*1 298*	*1 298*	*1 434*	*940*	*688*
2007–2008	*1 189*	*1 189*	*1 375*	*832*	*616*
2008–2009	*1 141*	*1 145*	*1 308*	*835*	*578*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



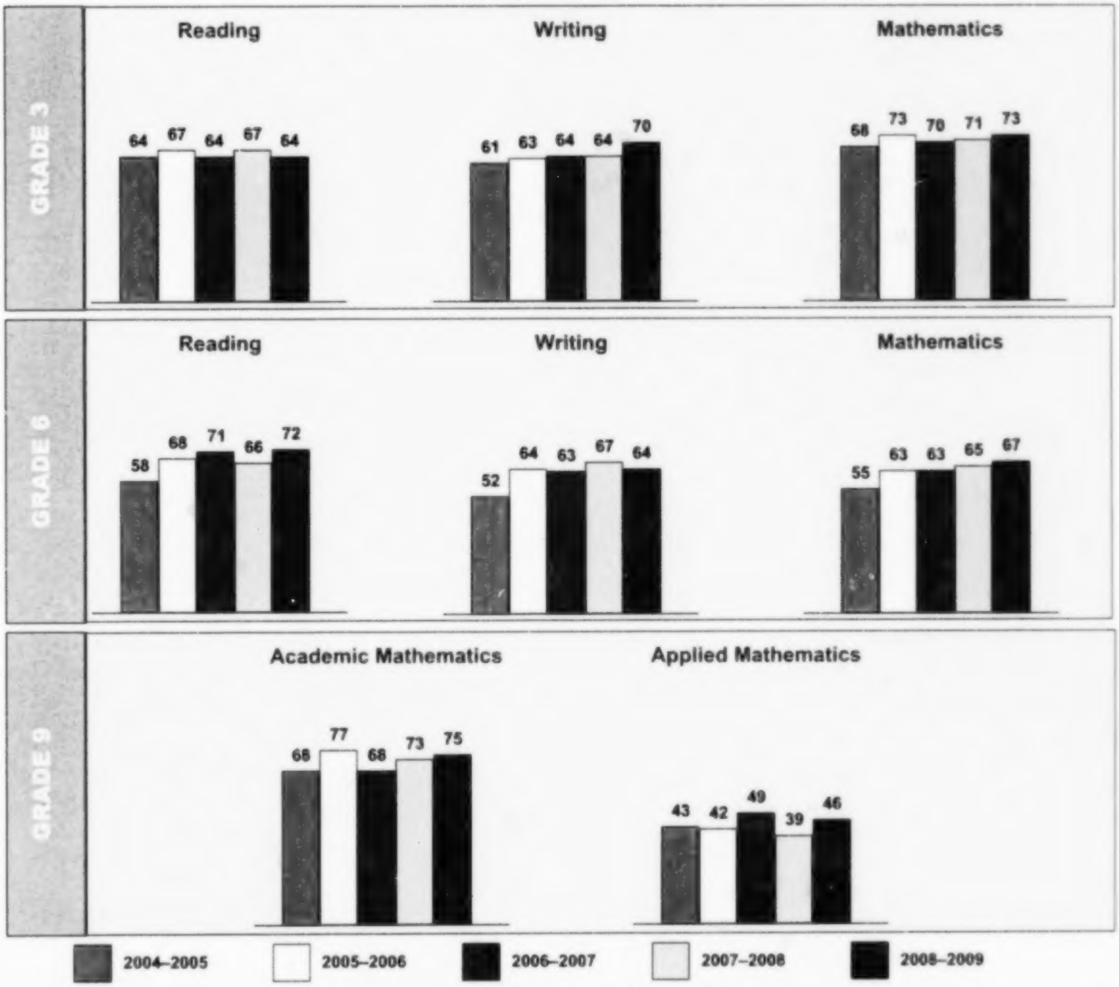
Board Name: Brant Haldimand Norfolk Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		1%	<1%	0%
Students with special needs (excluding gifted)	13%		13%	1%	21%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	1%
Number of Schools	*32*		*32*	*3*	*3*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*788*	*788*	*830*	*563*	*302*
2005–2006	*761*	*761*	*901*	*553*	*329*
2006–2007	*727*	*727*	*834*	*565*	*369*
2007–2008	*735*	*735*	*823*	*610*	*359*
2008–2009	*684*	*684*	*777*	*630*	*379*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4

RESULTS OVER TIME

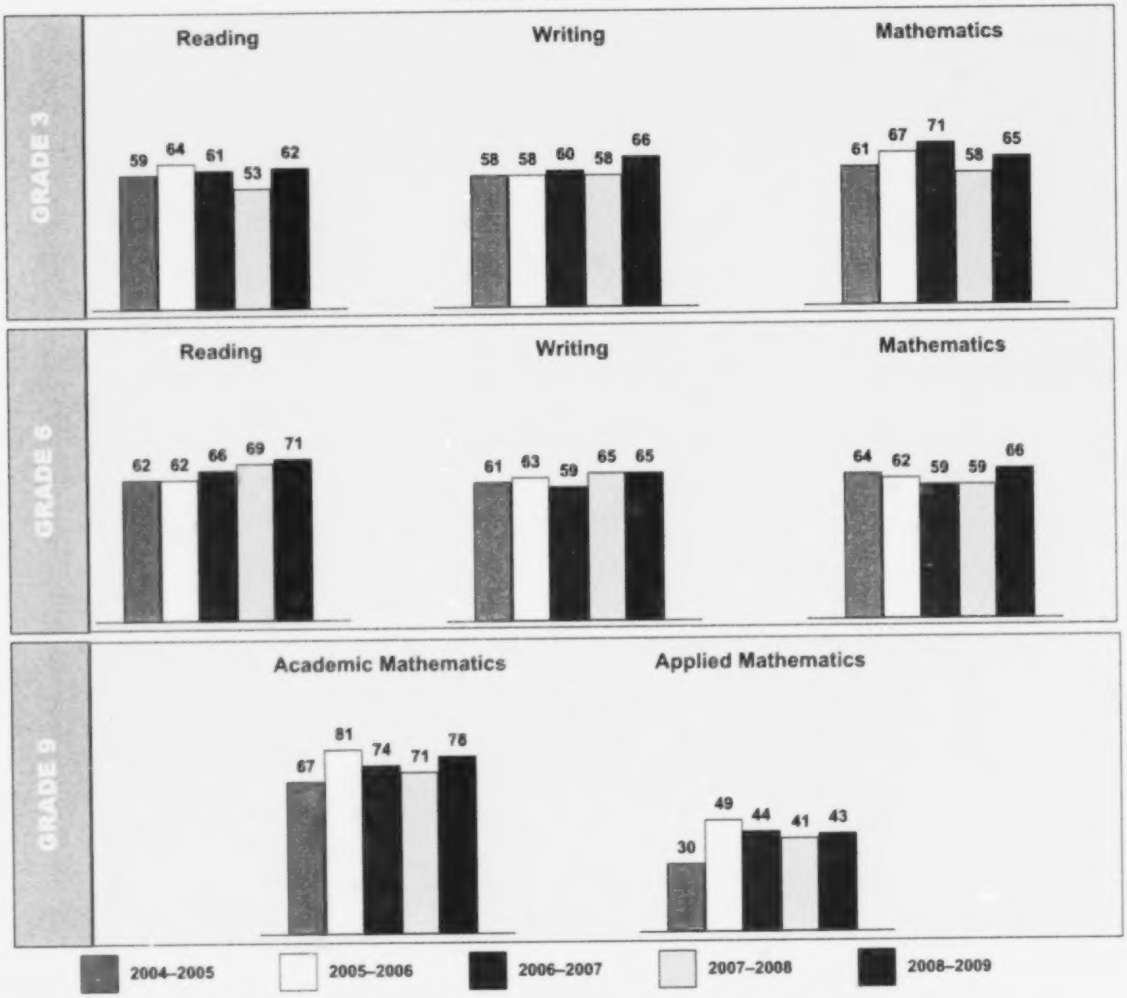


Board Name: Bruce-Grey Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	11%		19%	3%	42%
First language learned at home was other than English	9%		7%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	1%
Number of Schools	*10*		*10*	*2*	*2*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*237*	*237*	*264*	*206*	*81*
2005–2006	*237*	*237*	*295*	*185*	*103*
2006–2007	*254*	*254*	*250*	*211*	*97*
2007–2008	*236*	*236*	*279*	*199*	*91*
2008–2009	*238*	*238*	*245*	*235*	*106*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4,
RESULTS OVER TIME



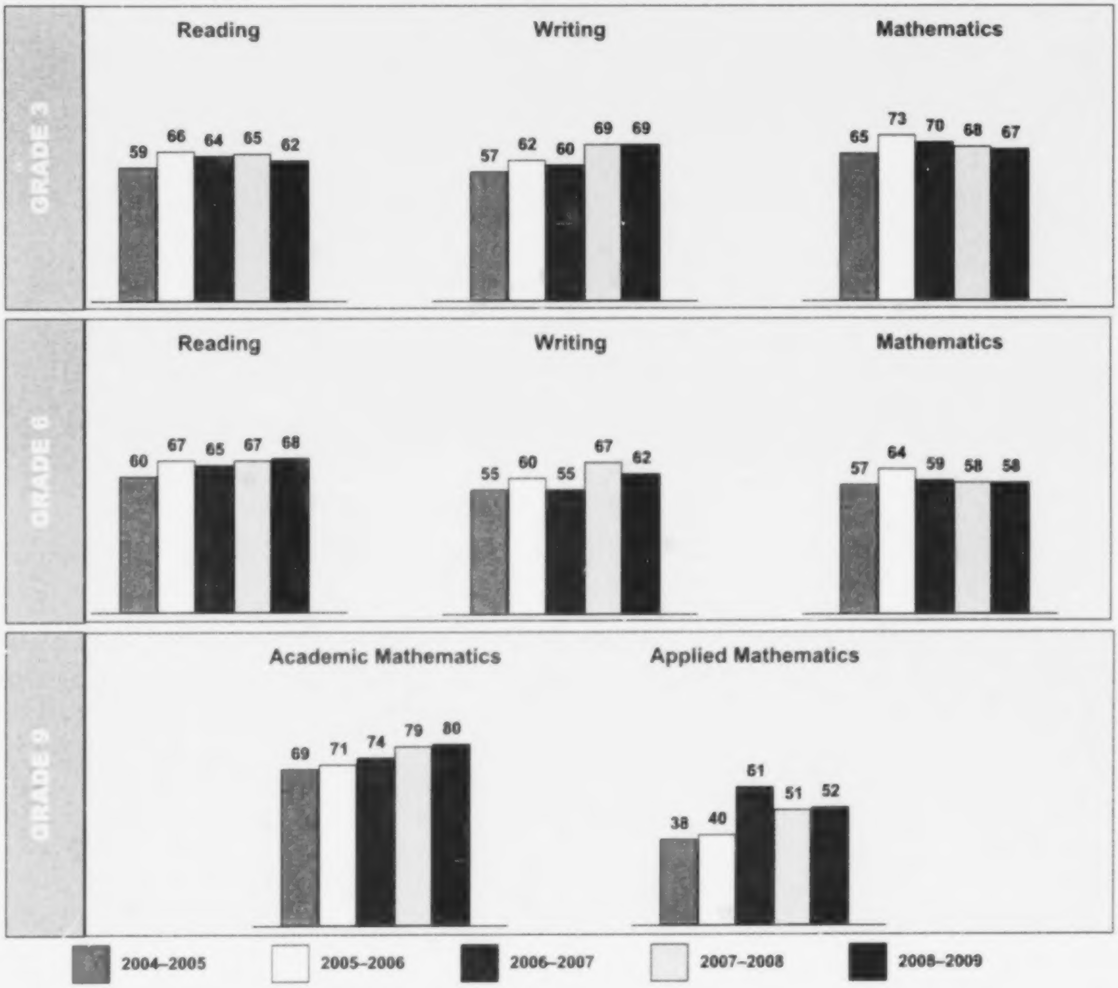
Board Name: Catholic DSB of Eastern Ontario

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		<1%	0%	0%
Students with special needs (excluding gifted)	31%		33%	7%	45%
First language learned at home was other than English	2%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	<1%
Number of Schools	*31*		*31*	*8*	*8*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 048*	*1 048*	*1 163*	*610*	*377*
2005–2006	*1 070*	*1 070*	*1 243*	*582*	*378*
2006–2007	*1 028*	*1 028*	*1 168*	*620*	*417*
2007–2008	*999*	*999*	*1 078*	*591*	*387*
2008–2009	*937*	*937*	*1 090*	*695*	*400*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

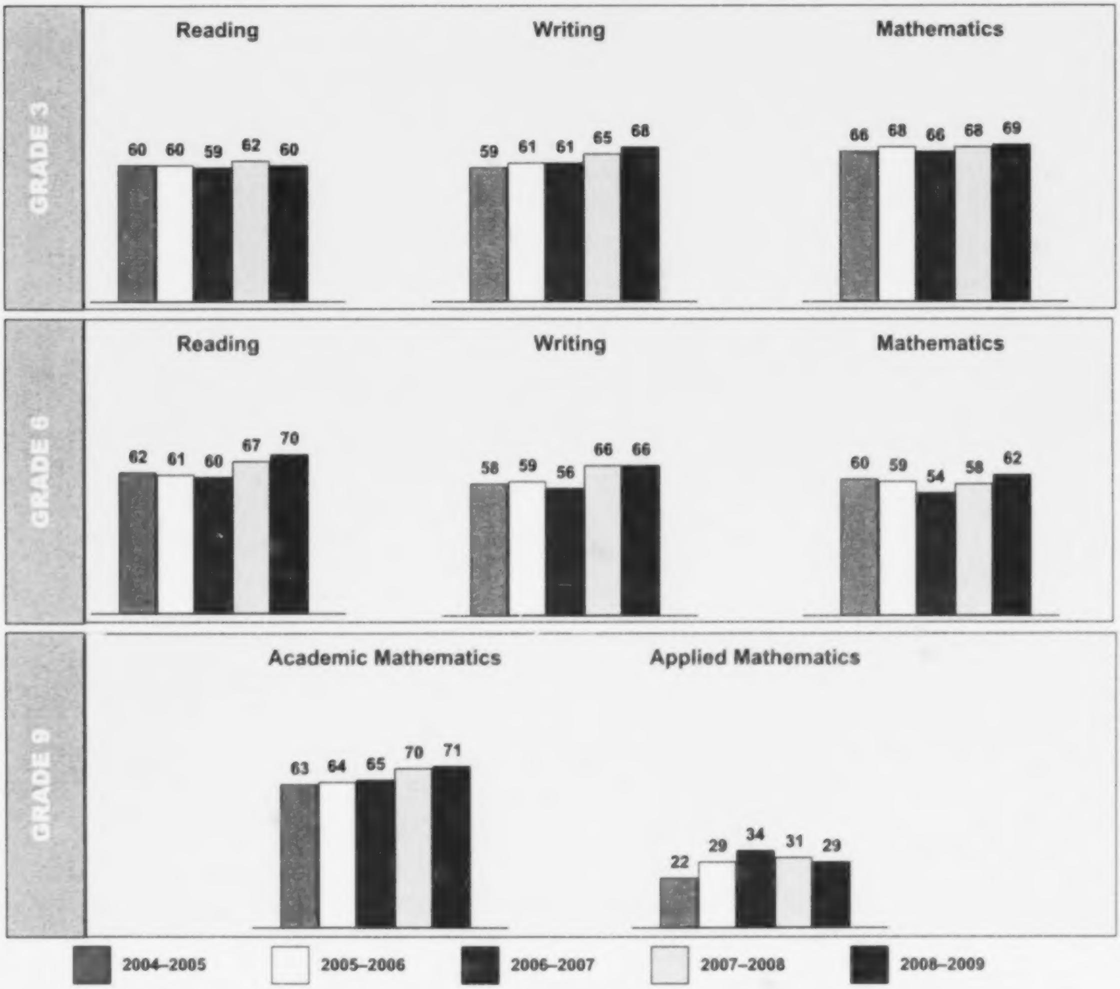


Board Name: DSB of Niagara

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	3%		3%	1%	3%
Students with special needs (excluding gifted)	20%		21%	4%	24%
First language learned at home was other than English	6%		6%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	4%	3%
Number of Schools	*90*		*91*	*20*	*21*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 849*	*2 849*	*2 973*	*2 255*	*1 160*
2005–2006	*2 711*	*2 711*	*3 073*	*2 336*	*1 157*
2006–2007	*2 677*	*2 677*	*3 090*	*2 073*	*1 006*
2007–2008	*2 544*	*2 544*	*2 901*	*2 038*	*931*
2008–2009	*2 432*	*2 432*	*2 755*	*1 971*	*941*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

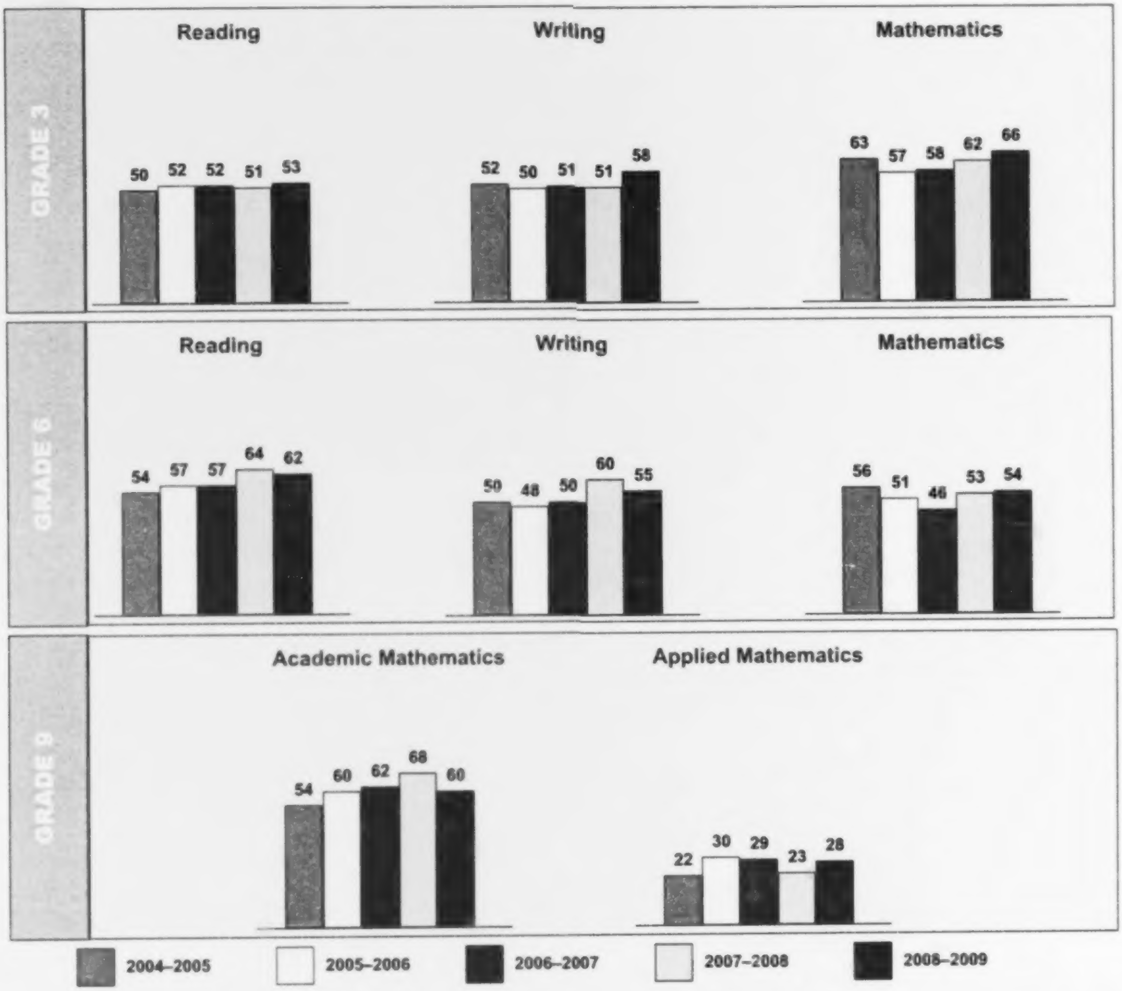


Board Name: DSB Ontario North East

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		<1%	0%	0%
Students with special needs (excluding gifted)	18%		22%	4%	26%
First language learned at home was other than English	1%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	4%
Number of Schools	*24*		*24*	*10*	*10*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*519*	*519*	*606*	*555*	*430*
2005–2006	*490*	*490*	*548*	*443*	*417*
2006–2007	*474*	*474*	*520*	*427*	*394*
2007–2008	*471*	*471*	*530*	*388*	*384*
2008–2009	*461*	*461*	*518*	*409*	*371*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) RESULTS OVER TIME



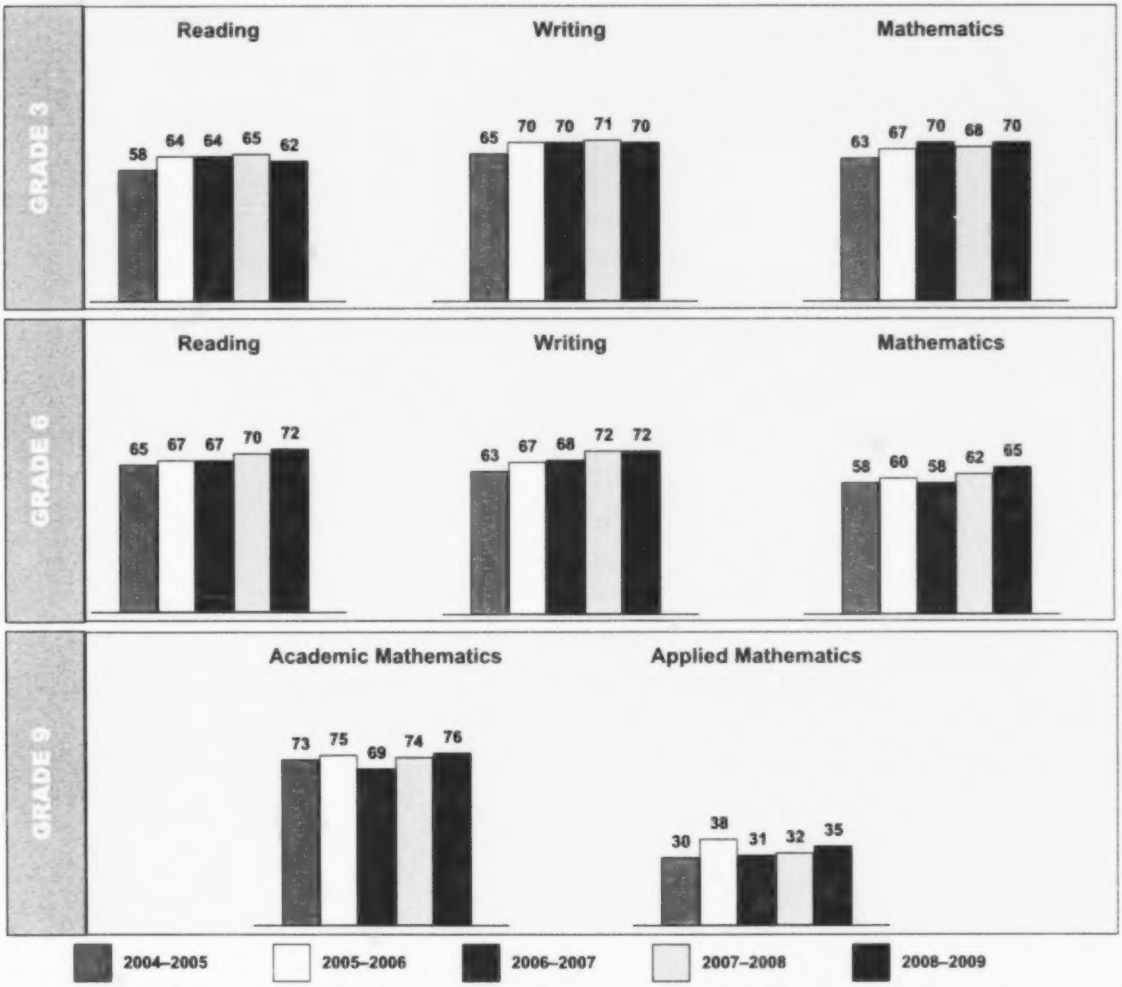
Board Name: Dufferin Peel Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	26%		10%	7%	8%
Students with special needs (excluding gifted)	9%		13%	2%	23%
First language learned at home was other than English	22%		16%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	11%	9%
Number of Schools	*121*		*122*	*22*	*22*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*6 078*	*6 078*	*6 487*	*4 962*	*2 417*
2005–2006	*5 791*	*5 791*	*6 361*	*5 207*	*2 512*
2006–2007	*5 699*	*5 699*	*6 506*	*5 232*	*2 240*
2007–2008	*5 376*	*5 376*	*6 378*	*5 461*	*2 365*
2008–2009	*5 196*	*5 196*	*5 968*	*5 380*	*2 307*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



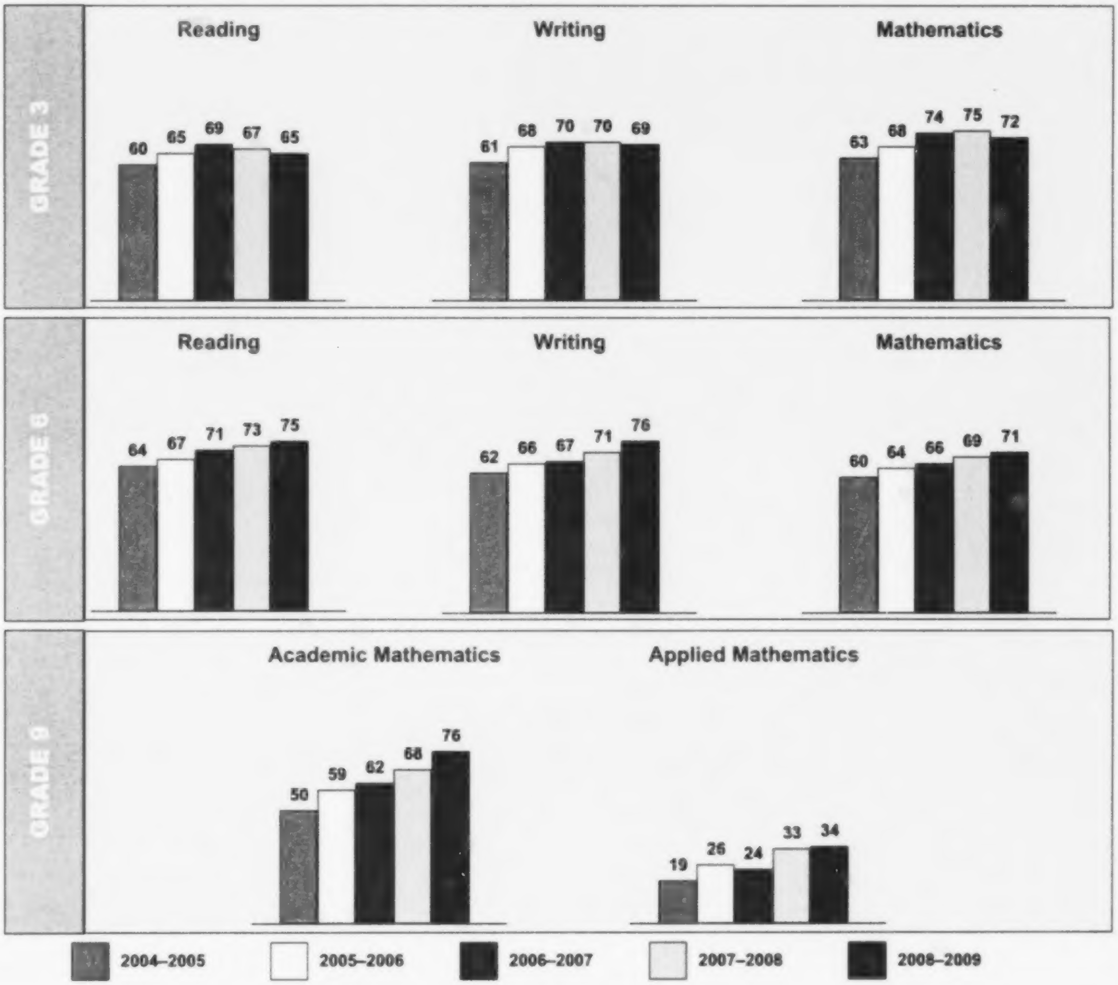
Board Name: Durham Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		1%	2%	1%
Students with special needs (excluding gifted)	12%		13%	4%	31%
First language learned at home was other than English	3%		4%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	2%
Number of Schools	*39*		*39*	*7*	*7*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 769*	*1 769*	*1 980*	*1 665*	*639*
2005–2006	*1 746*	*1 746*	*2 038*	*1 607*	*615*
2006–2007	*1 593*	*1 593*	*1 998*	*1 542*	*654*
2007–2008	*1 562*	*1 562*	*1 850*	*1 466*	*597*
2008–2009	*1 483*	*1 483*	*1 741*	*1 480*	*604*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



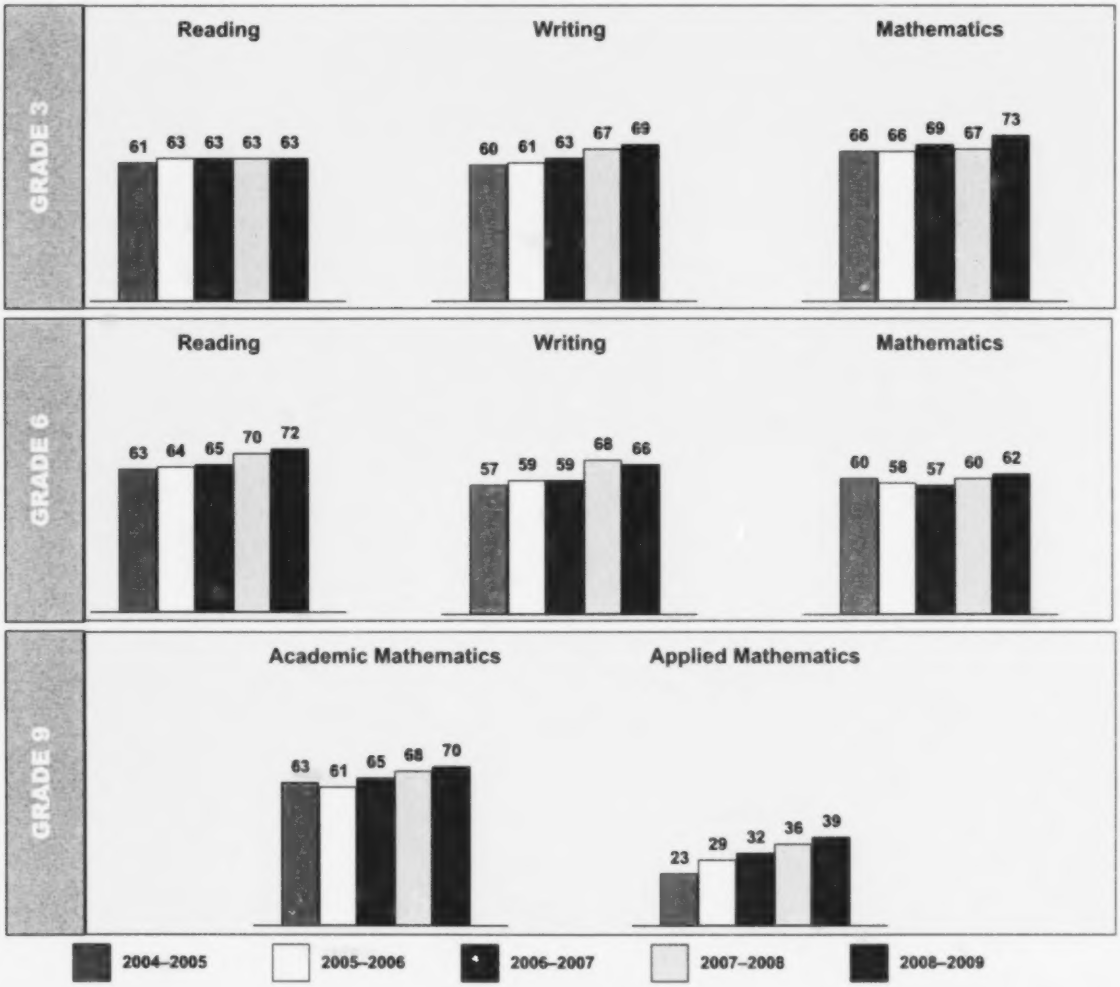
Board Name: Durham DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		1%	1%	1%
Students with special needs (excluding gifted)	12%		16%	4%	30%
First language learned at home was other than English	6%		6%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	2%
Number of Schools	*105*		*105*	*19*	*18*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*4 180*	*4 593*	*5 256*	*3 820*	*1 623*
2005–2006	*4 208*	*4 653*	*5 098*	*3 677*	*1 644*
2006–2007	*4 142*	*4 602*	*5 259*	*3 793*	*1 582*
2007–2008	*4 103*	*4 604*	*4 891*	*3 825*	*1 639*
2008–2009	*3 926*	*4 449*	*4 954*	*3 558*	*1 638*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

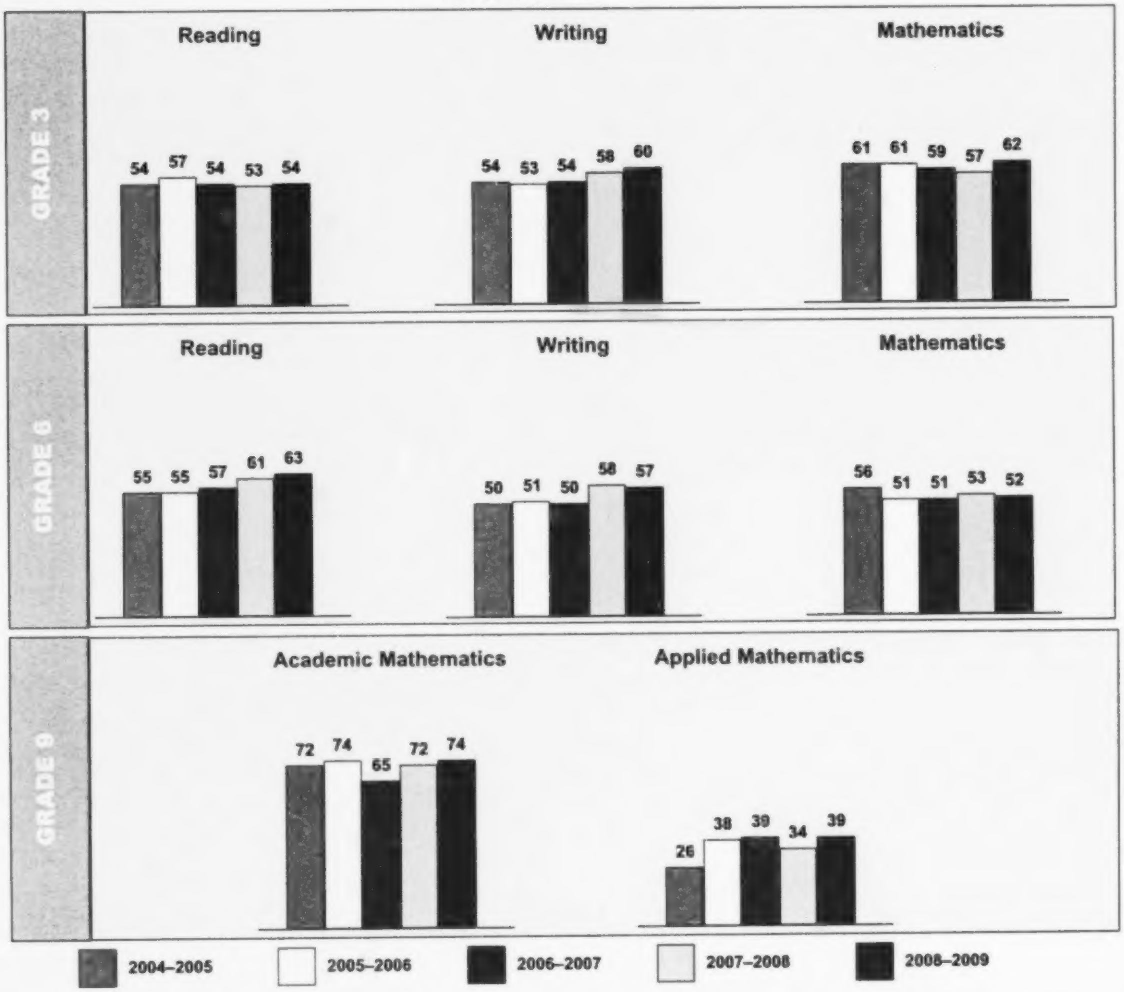


Board Name: Grand Erie DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		1%	<1%	0%
Students with special needs (excluding gifted)	20%		17%	2%	15%
First language learned at home was other than English	5%		5%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	2%
Number of Schools	*60*		*60*	*13*	*14*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 903*	*1 953*	*2 002*	*1 261*	*1 023*
2005–2006	*1 795*	*1 854*	*2 088*	*1 273*	*1 028*
2006–2007	*1 776*	*1 844*	*2 139*	*1 199*	*973*
2007–2008	*1 767*	*1 767*	*1 956*	*1 101*	*875*
2008–2009	*1 803*	*1 804*	*1 885*	*1 104*	*902*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) RESULTS OVER TIME



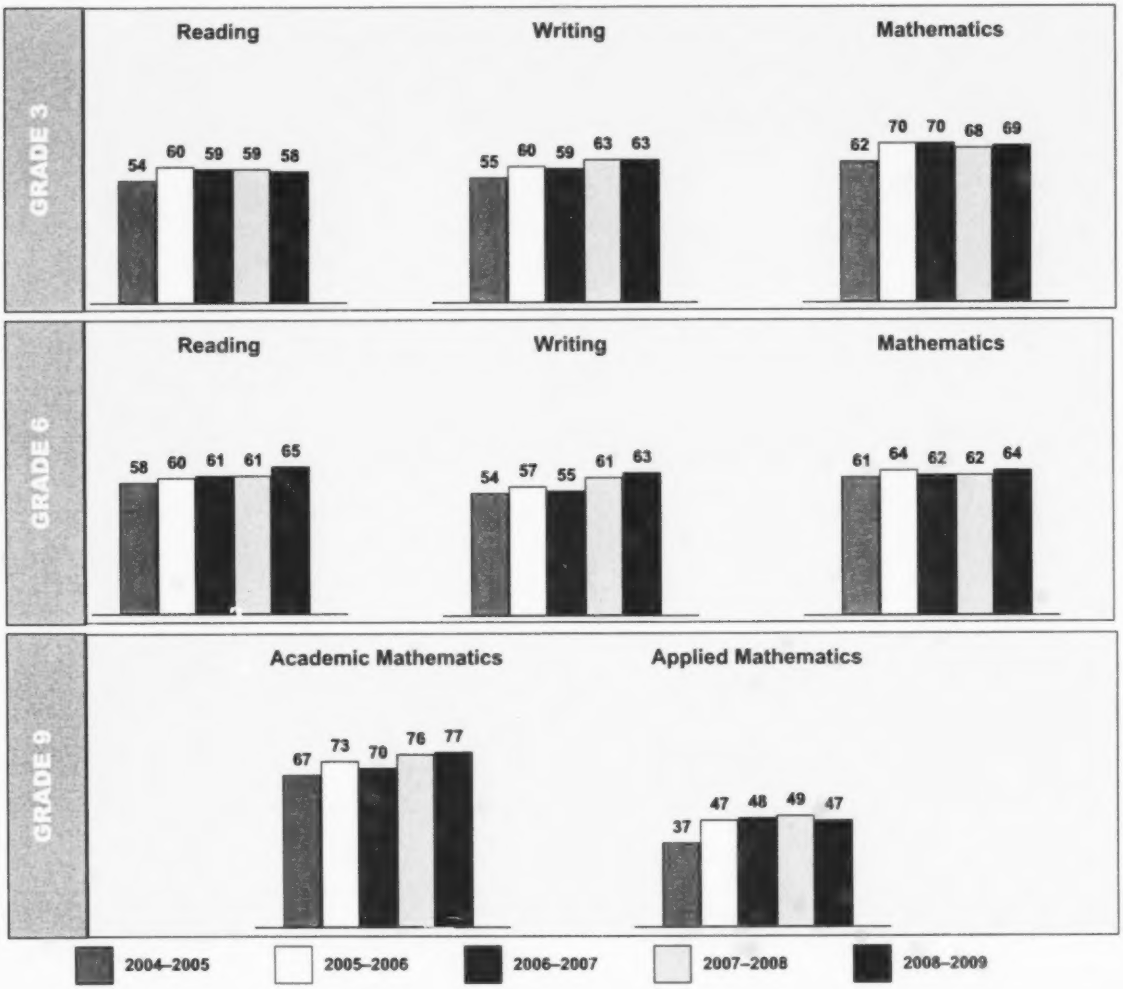
Board Name: Greater Essex County DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	3%		3%	1%	2%
Students with special needs (excluding gifted)	9%		15%	3%	18%
First language learned at home was other than English	23%		18%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	7%	4%
Number of Schools	*58*		*59*	*14*	*16*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 621*	*2 621*	*2 770*	*1 863*	*1 145*
2005–2006	*2 651*	*2 651*	*2 879*	*1 848*	*1 036*
2006–2007	*2 542*	*2 542*	*2 828*	*1 743*	*1 033*
2007–2008	*2 431*	*2 431*	*2 627*	*1 700*	*917*
2008–2009	*2 440*	*2 440*	*2 614*	*1 781*	*963*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



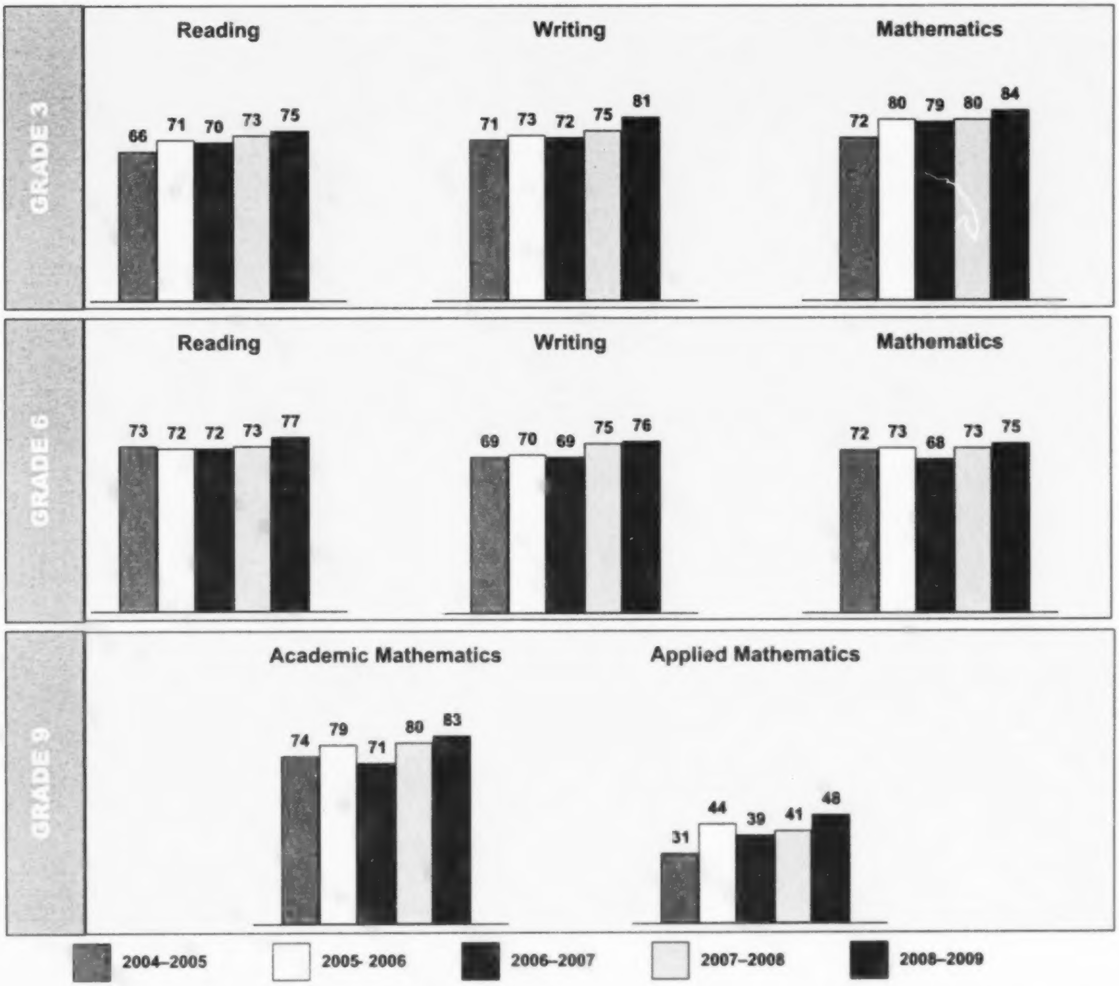
Board Name: Halton Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		1%	2%	2%
Students with special needs (excluding gifted)	7%		13%	4%	36%
First language learned at home was other than English	7%		9%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	8%	5%
Number of Schools	*39*		*39*	*8*	*8*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 006*	*2 006*	*2 052*	*1 703*	*494*
2005–2006	*1 953*	*1 953*	*2 174*	*1 725*	*504*
2006–2007	*2 001*	*2 001*	*2 149*	*1 775*	*500*
2007–2008	*1 919*	*1 919*	*2 158*	*1 716*	*482*
2008–2009	*1 794*	*1 794*	*2 100*	*1 738*	*538*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

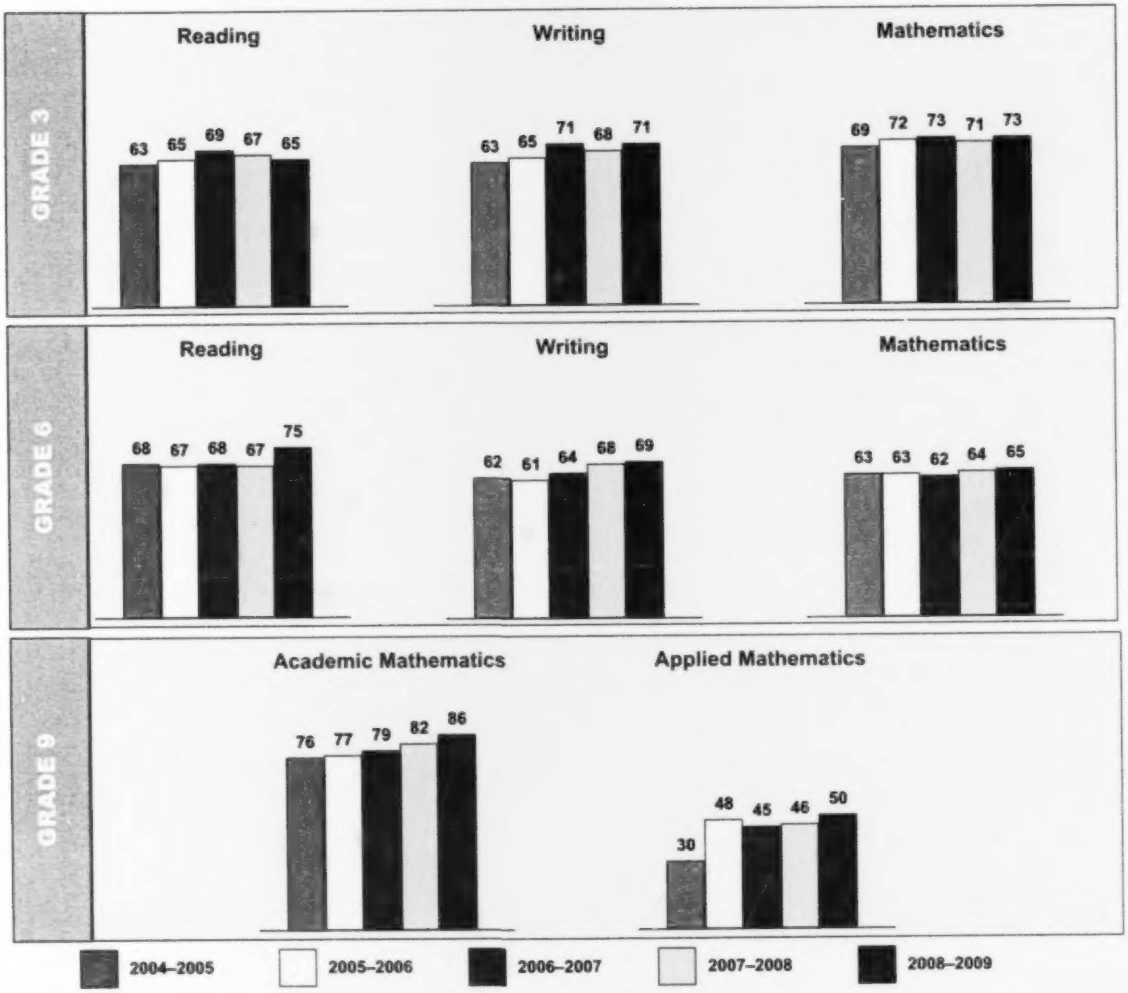


Board Name: Halton DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	3%		3%	2%	1%
Students with special needs (excluding gifted)	9%		13%	5%	31%
First language learned at home was other than English	15%		15%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	7%	3%
Number of Schools	*71*		*57*	*15*	*15*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*3 276*	*3 276*	*3 410*	*2 734*	*887*
2005–2006	*3 357*	*3 357*	*3 537*	*2 805*	*794*
2006–2007	*3 311*	*3 311*	*3 530*	*2 868*	*731*
2007–2008	*3 473*	*3 473*	*3 615*	*2 955*	*727*
2008–2009	*3 582*	*3 582*	*3 642*	*3 059*	*803*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

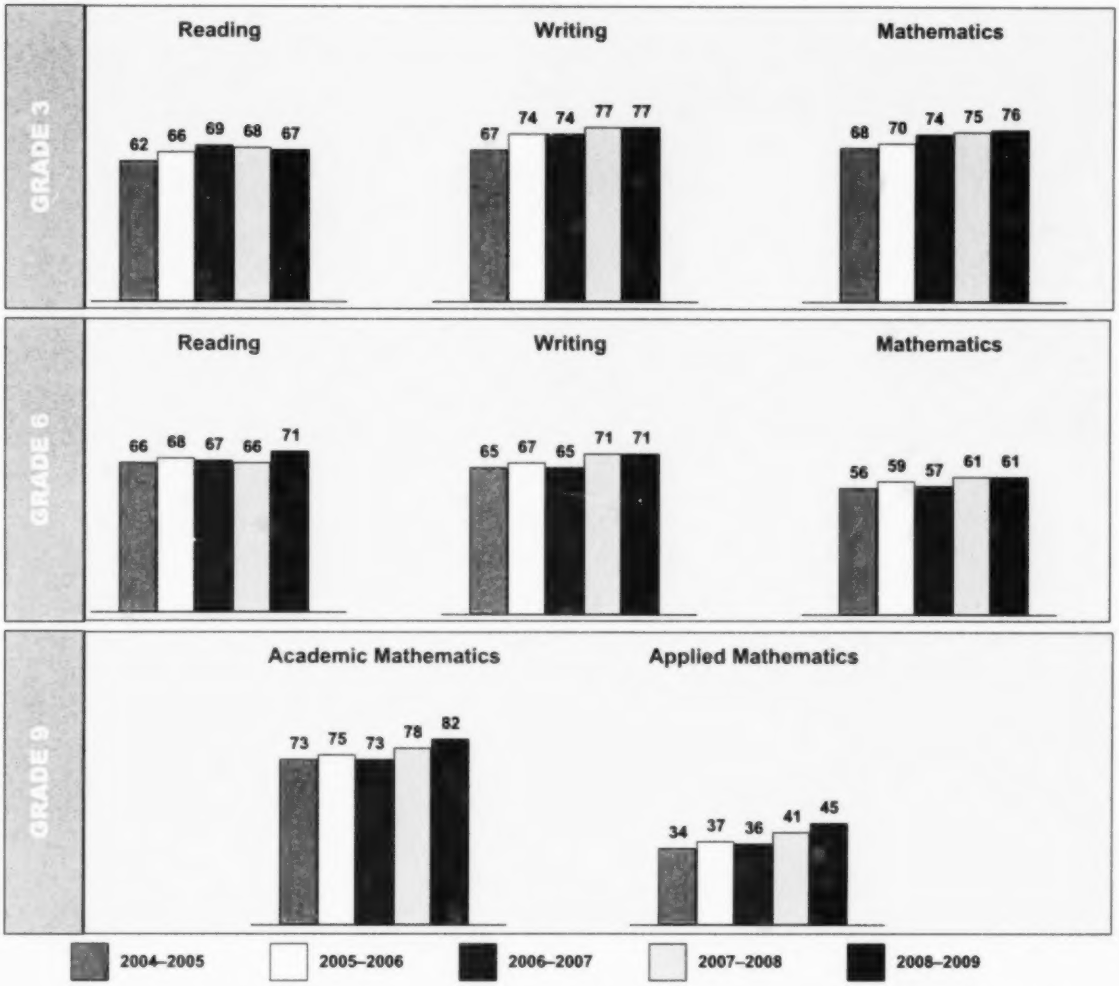


Board Name: Hamilton-Wentworth Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		2%	<1%	3%
Students with special needs (excluding gifted)	15%		18%	4%	36%
First language learned at home was other than English	17%		18%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	6%	8%
Number of Schools	*52*		*52*	*7*	*7*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 055*	*2 055*	*2 222*	*1 423*	*767*
2005–2006	*2 012*	*2 012*	*2 219*	*1 517*	*907*
2006–2007	*1 929*	*1 929*	*2 164*	*1 546*	*941*
2007–2008	*1 917*	*1 917*	*2 116*	*1 591*	*833*
2008–2009	*1 875*	*1 875*	*2 054*	*1 563*	*832*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) RESULTS OVER TIME

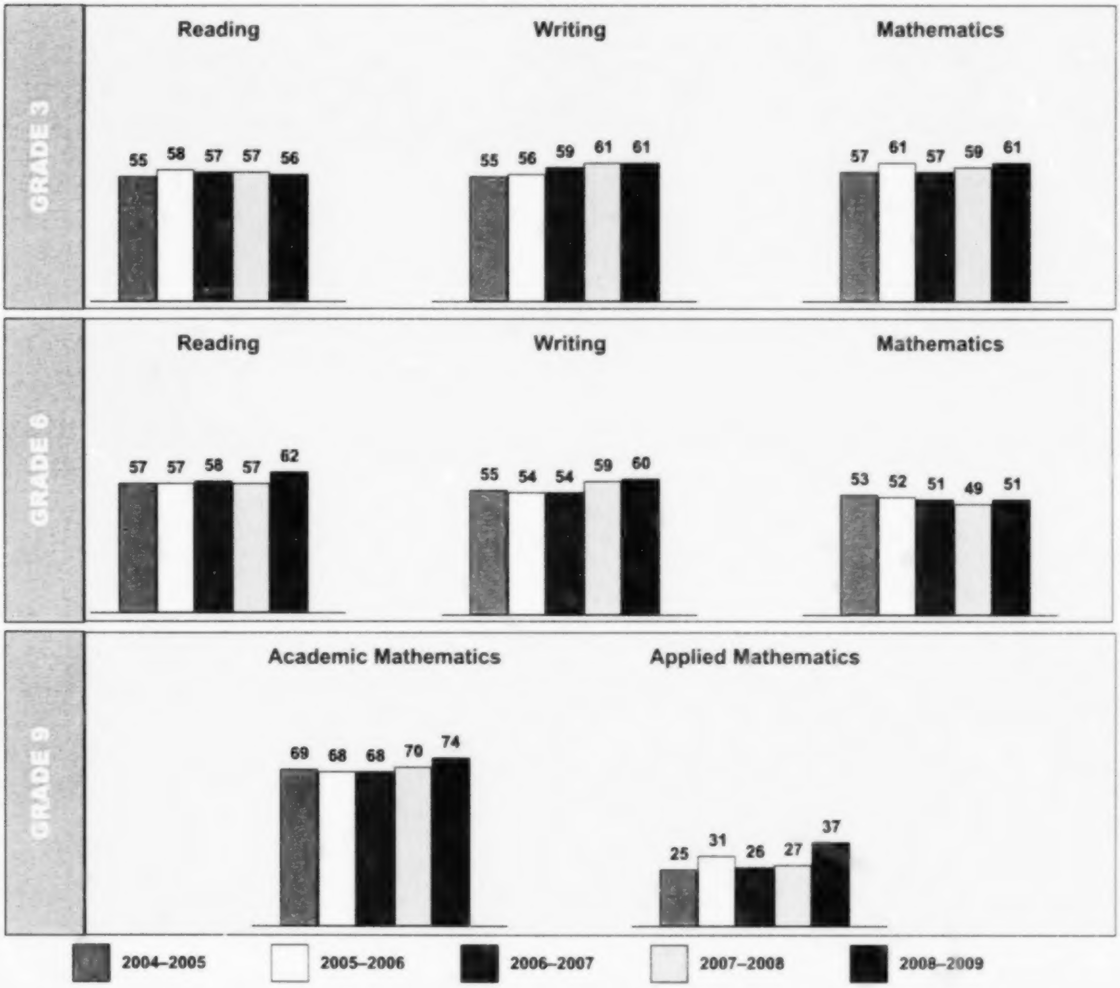


Board Name: Hamilton-Wentworth DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	18%		13%	3%	5%
Students with special needs (excluding gifted)	16%		19%	4%	22%
First language learned at home was other than English	22%		20%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	7%	6%
Number of Schools	87		74	17	19
Number of Students	Reading & Writing*	Mathematics			
2004–2005	3 732	3 732	3 919	2 501	1 608
2005–2006	3 619	3 619	4 035	2 422	1 671
2006–2007	3 686	3 686	3 875	2 422	1 671
2007–2008	3 499	3 499	3 806	2 308	1 514
2008–2009	3 367	3 369	3 690	2 275	1 509

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

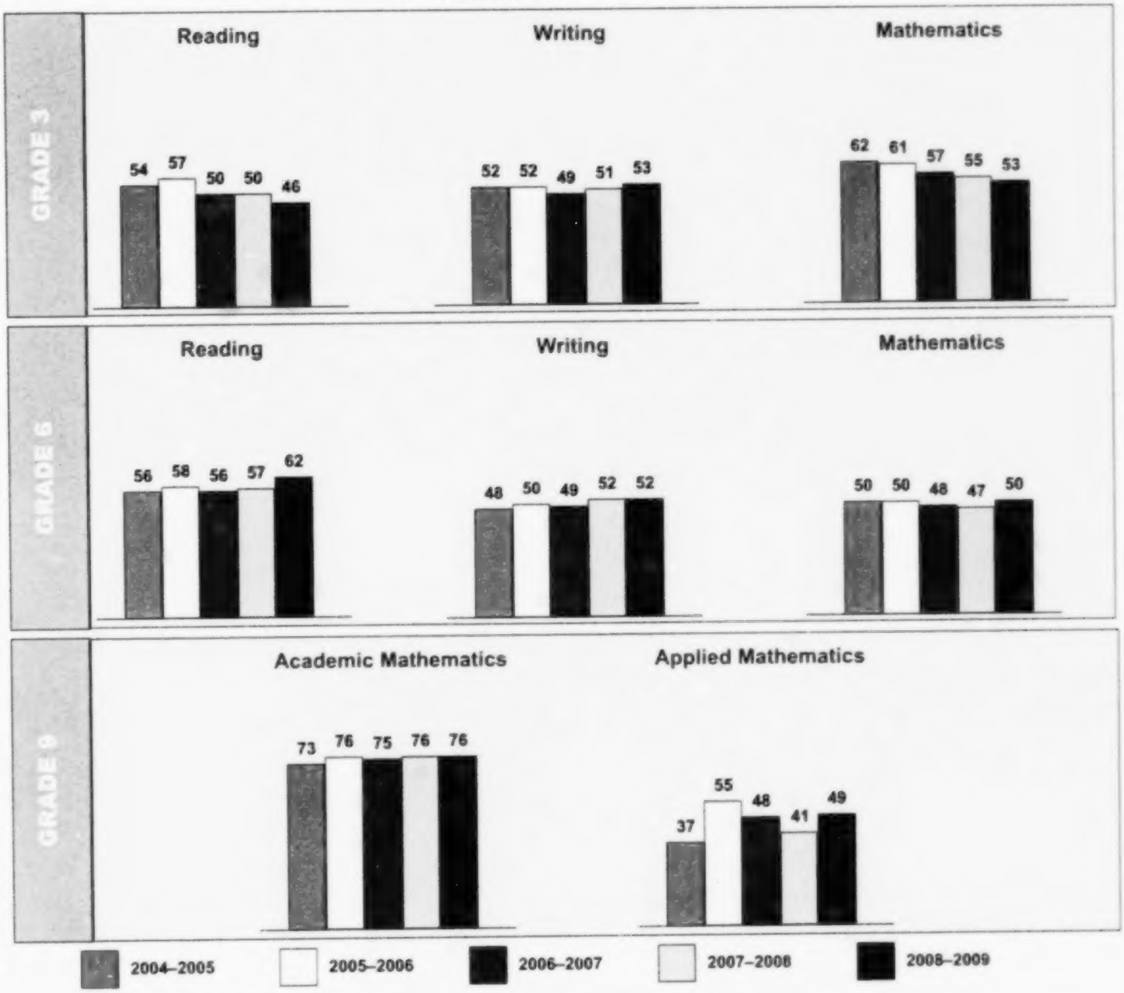


Board Name: Hastings and Prince Edward DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		<1%	<1%	0%
Students with special needs (excluding gifted)	20%		25%	4%	25%
First language learned at home was other than English	2%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	1%
Number of Schools	*38*		*38*	*8*	*9*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 187*	*1 187*	*1 398*	*852*	*609*
2005–2006	*1 141*	*1 141*	*1 317*	*763*	*538*
2006–2007	*1 155*	*1 155*	*1 320*	*756*	*628*
2007–2008	*1 060*	*1 060*	*1 205*	*668*	*640*
2008–2009	*1 054*	*1 054*	*1 169*	*657*	*555*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

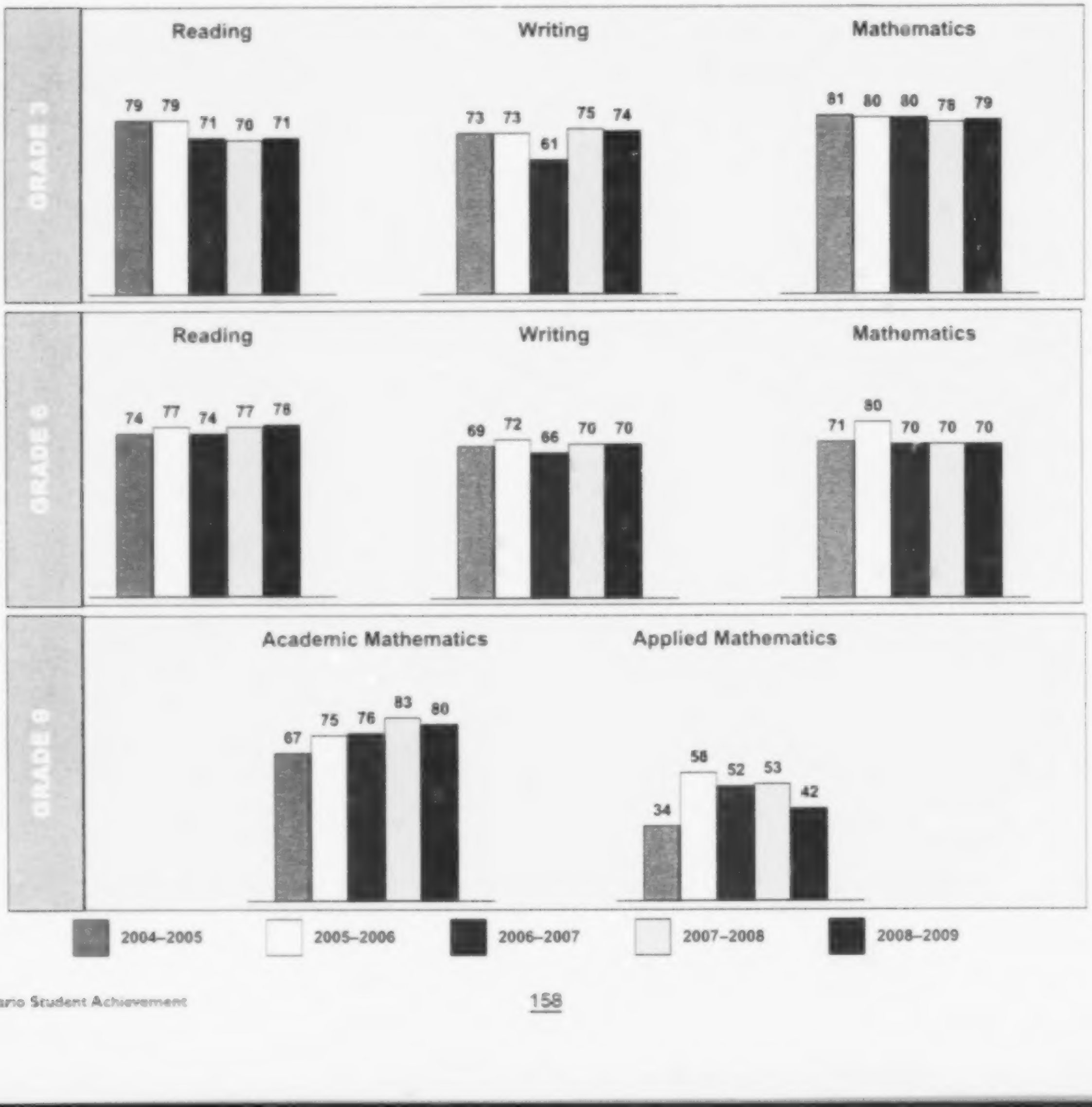


Board Name: Huron-Perth Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		0%	<1%	0%
Students with special needs (excluding gifted)	15%		17%	10%	55%
First language learned at home was other than English	2%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	4%
Number of Schools	*15*		*15*	*2*	*2*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*319*	*319*	*383*	*335*	*120*
2005–2006	*332*	*332*	*334*	*303*	*109*
2006–2007	*350*	*350*	*397*	*268*	*91*
2007–2008	*342*	*342*	*338*	*257*	*111*
2008–2009	*300*	*300*	*337*	*250*	*74*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

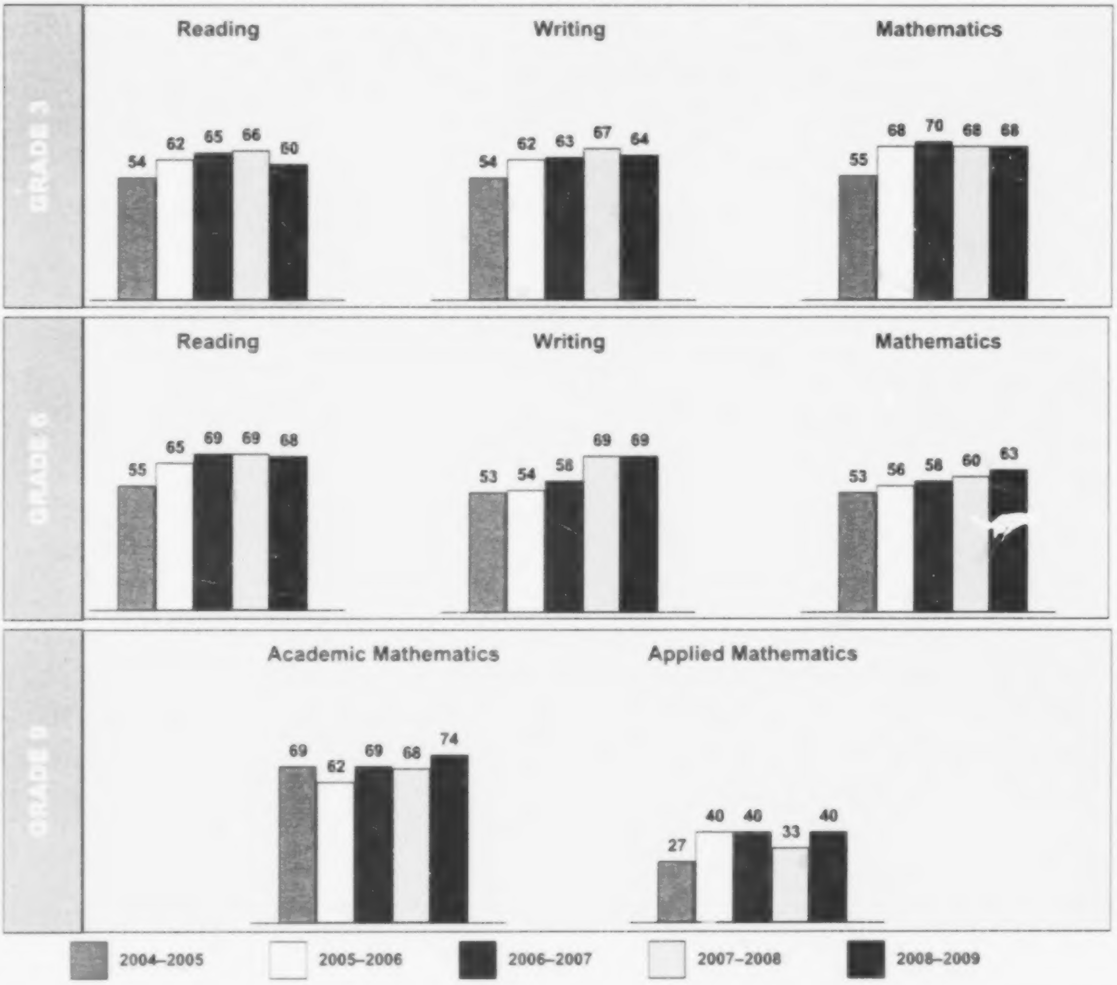


Board Name: Huron-Superior Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		0%	0%	0%
Students with special needs (excluding gifted)	20%		21%	2%	22%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	4%
Number of Schools	*22*		*22*	*2*	*2*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*442*	*442*	*540*	*262*	*131*
2005–2006	*465*	*465*	*515*	*268*	*116*
2006–2007	*473*	*473*	*493*	*224*	*125*
2007–2008	*420*	*420*	*442*	*341*	*108*
2008–2009	*403*	*403*	*471*	*210*	*115*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



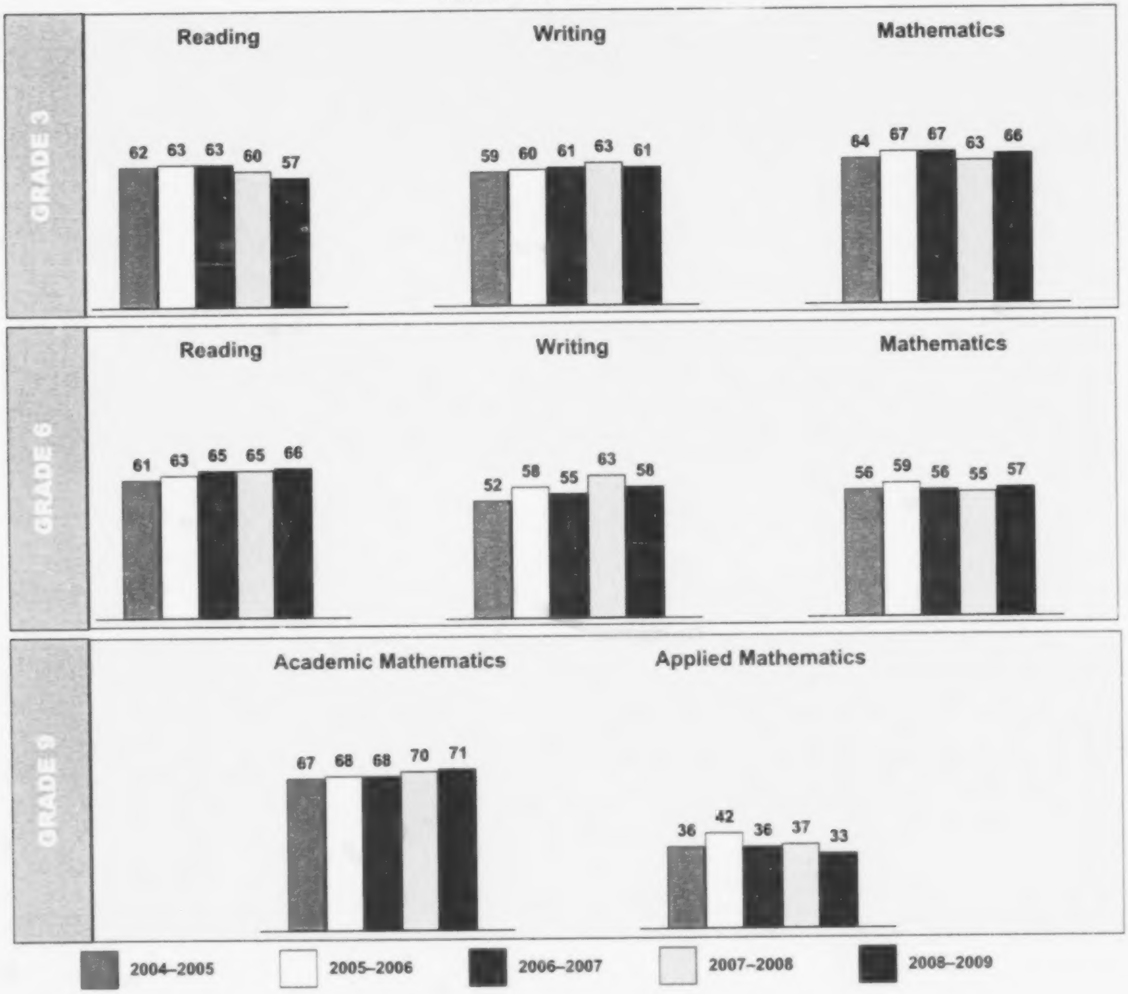
Board Name: Kawartha Pine Ridge DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		<1%	<1%	0%
Students with special needs (excluding gifted)	22%		26%	7%	39%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*69*		*69*	*16*	*16*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 607*	*2 607*	*2 881*	*1 770*	*1 252*
2005–2006	*2 503*	*2 503*	*2 839*	*1 831*	*1 219*
2006–2007	*2 427*	*2 411*	*2 887*	*1 714*	*1 201*
2007–2008	*2 308*	*2 308*	*2 685*	*1 616*	*1 104*
2008–2009	*2 180*	*2 180*	*2 507*	*1 655*	*1 053*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

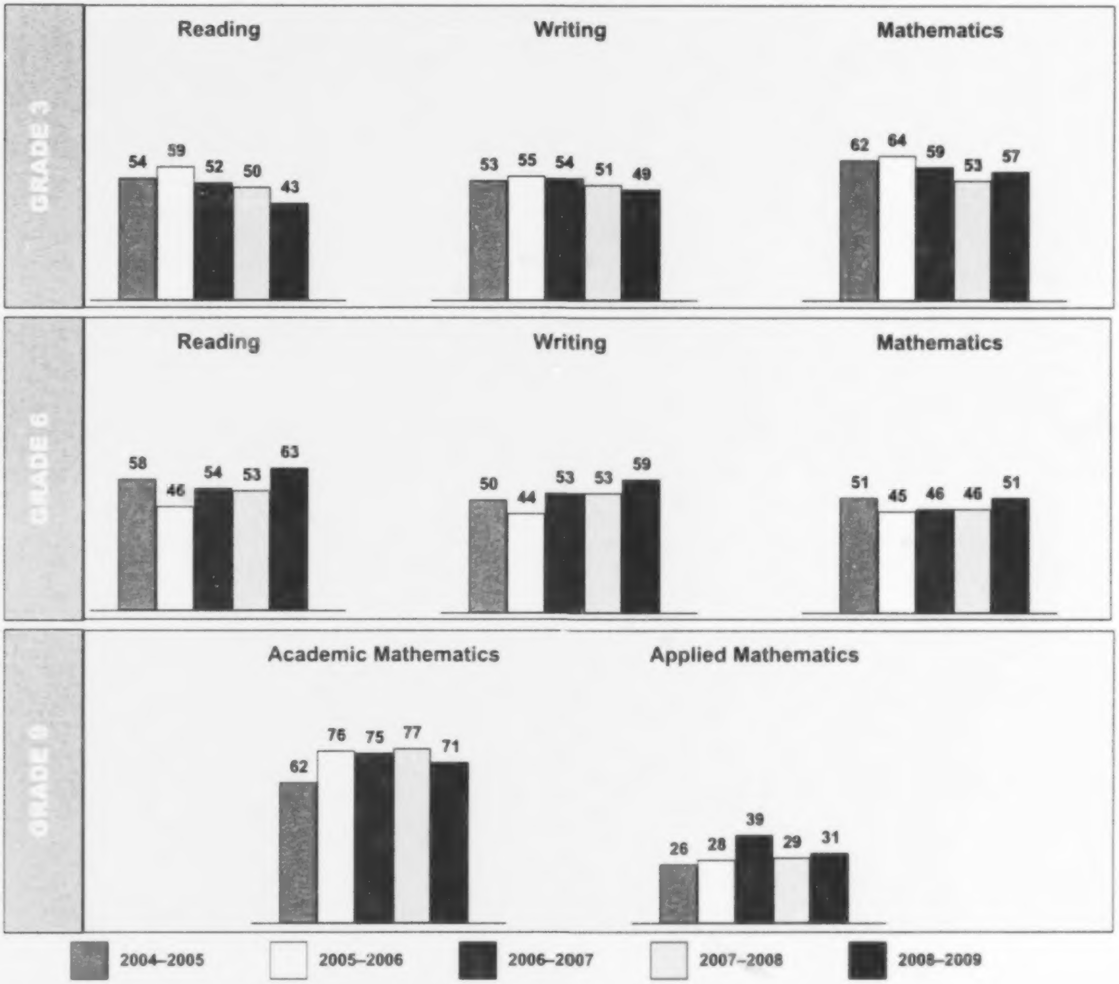


Board Name: Keewatin-Patricia DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	20%		22%	7%	28%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	2%
Number of Schools	*16*		*16*	*5*	*5*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*410*	*410*	*425*	*383*	*265*
2005–2006	*379*	*379*	*407*	*298*	*251*
2006–2007	*352*	*352*	*390*	*305*	*240*
2007–2008	*330*	*330*	*412*	*306*	*252*
2008–2009	*313*	*313*	*357*	*287*	*190*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

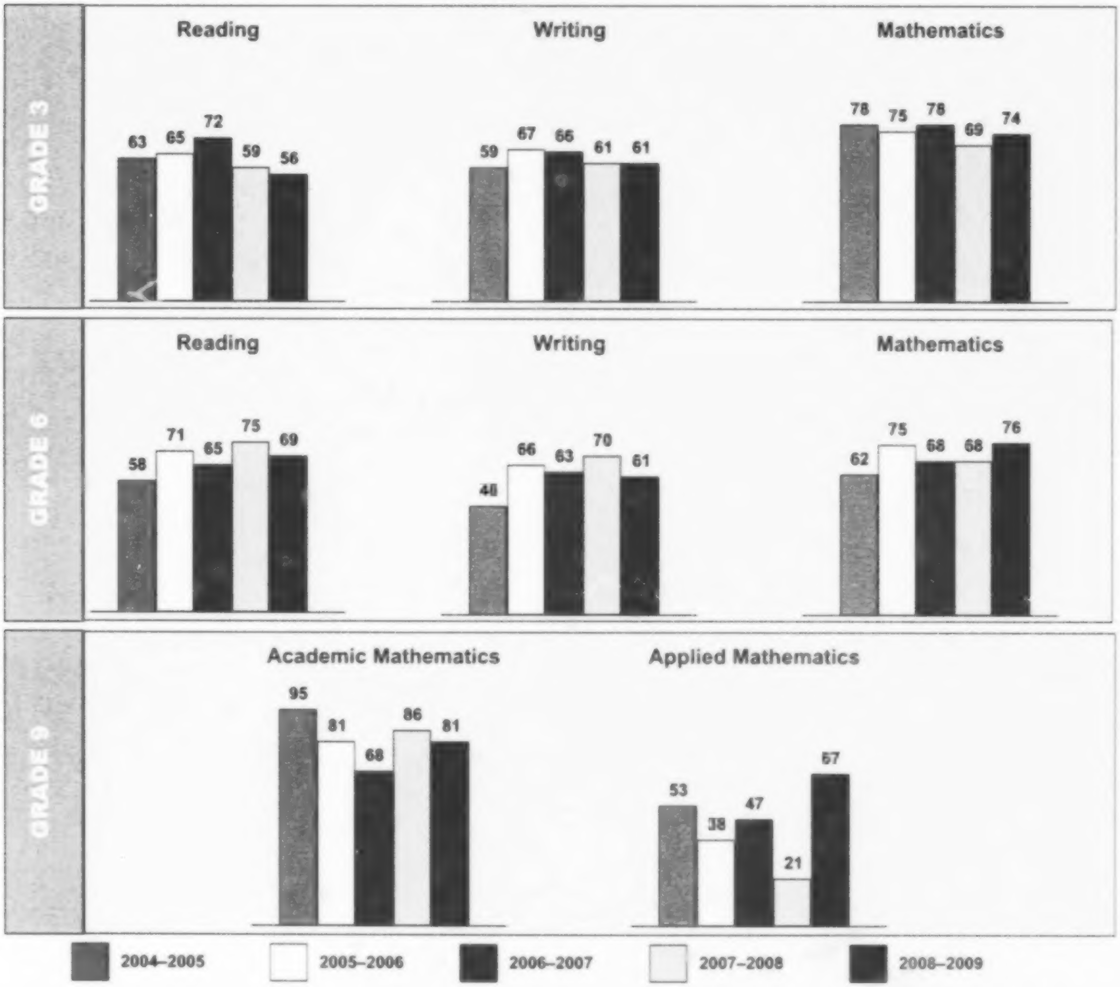


Board Name: Kenora Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	17%		30%	2%	21%
First language learned at home was other than English	0%		0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	0%	2%
Number of Schools	*3*		*3*	*1*	*1*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*103*	*103*	*99*	*44*	*36*
2005–2006	*95*	*96*	*114*	*58*	*26*
2006–2007	*97*	*97*	*92*	*62*	*19*
2007–2008	*98*	*98*	*106*	*50*	*29*
2008–2009	*87*	*87*	*100*	*53*	*43*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

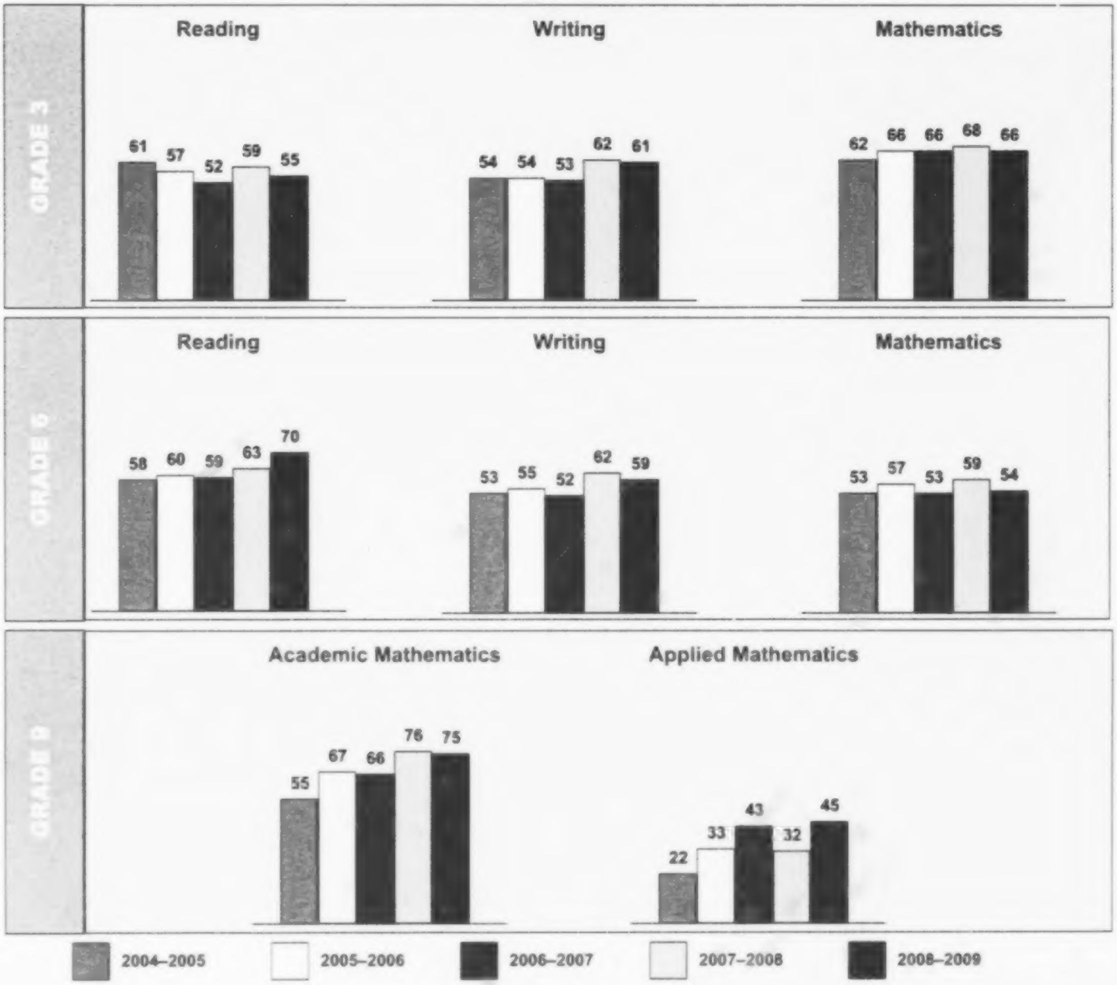


Board Name: Lakehead DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		<1%	0%	<1%
Students with special needs (excluding gifted)	23%		19%	4%	28%
First language learned at home was other than English	1%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	22		22	4	4
Number of Students	Reading & Writing*	Mathematics			
2004–2005	821	821	873	696	374
2005–2006	644	644	888	663	435
2006–2007	673	673	809	548	387
2007–2008	708	708	816	492	372
2008–2009	594	594	639	469	343

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

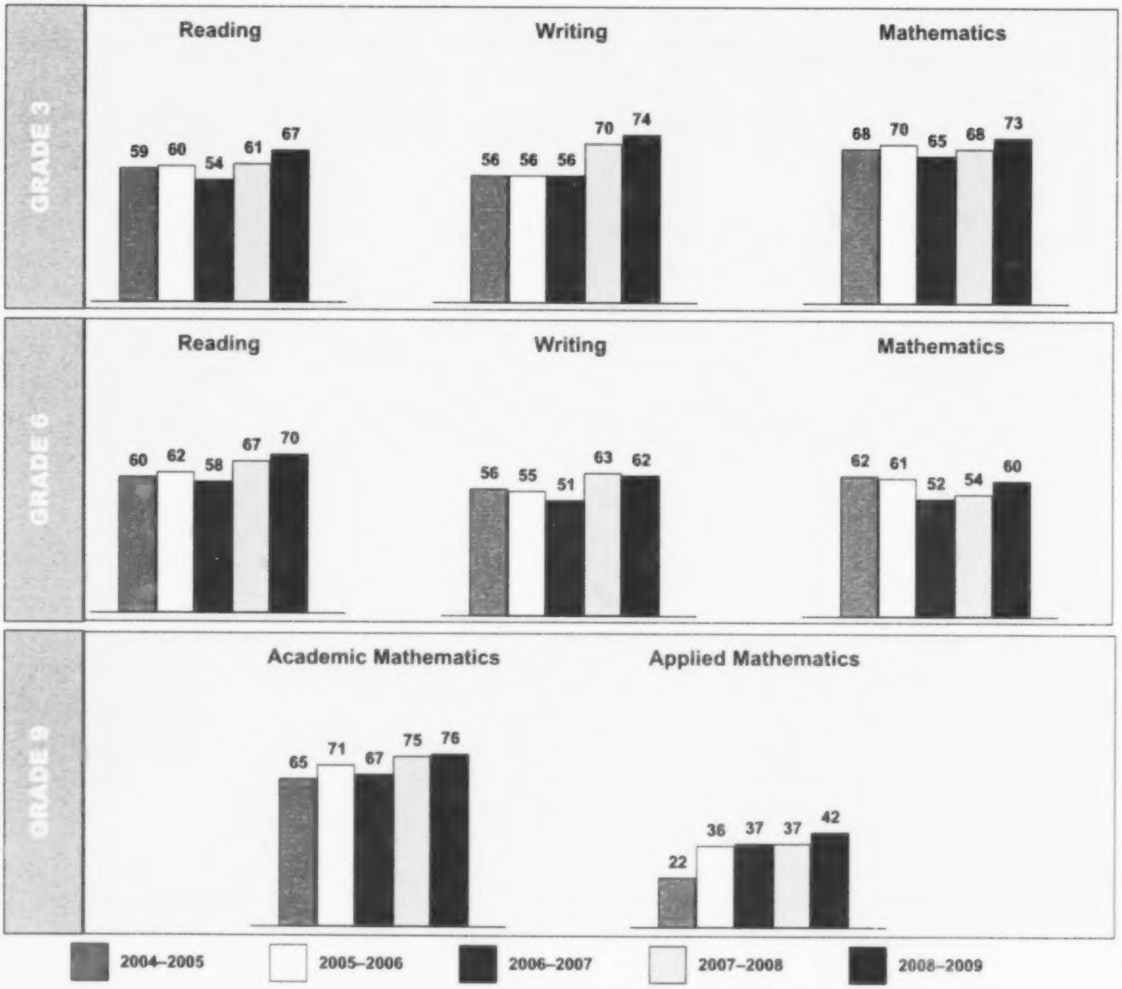


Board Name: Lambton Kent District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		<1%	<1%	<1%
Students with special needs (excluding gifted)	23%		24%	4%	35%
First language learned at home was other than English	5%		4%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	*54*		*53*	*12*	*13*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 642*	*1 642*	*1 895*	*1 406*	*896*
2005–2006	*1 706*	*1 706*	*1 862*	*1 377*	*824*
2006–2007	*1 622*	*1 622*	*1 792*	*1 310*	*798*
2007–2008	*1 522*	*1 522*	*1 730*	*1 223*	*769*
2008–2009	*1 484*	*1 484*	*1 714*	*1 178*	*713*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

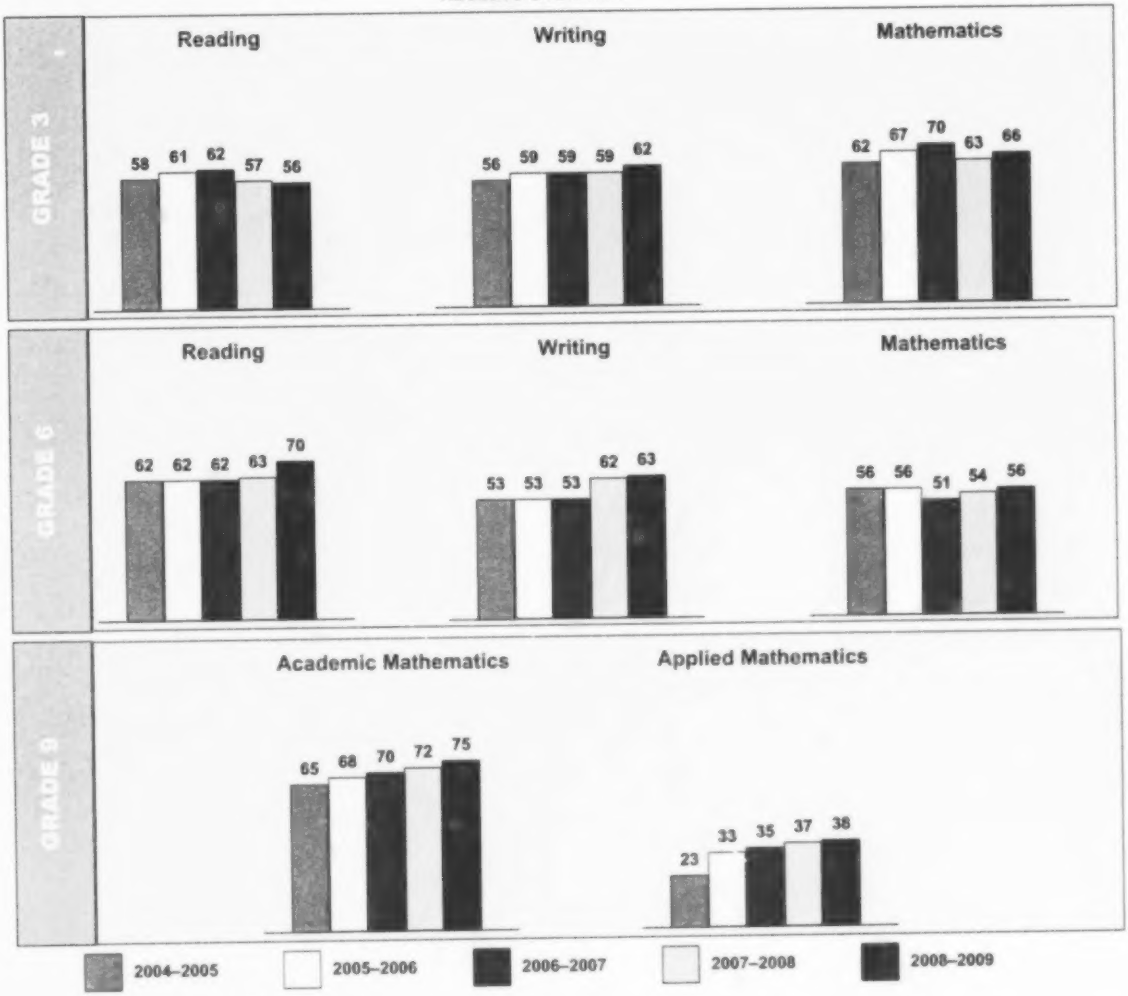


Board Name: Limestone DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		1%	1%	0%
Students with special needs (excluding gifted)	21%		23%	9%	36%
First language learned at home was other than English	2%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	1%
Number of Schools	*51*		*49*	*11*	*11*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 483*	*1 483*	*1 556*	*1 092*	*514*
2005–2006	*1 360*	*1 360*	*1 603*	*1 109*	*532*
2006–2007	*1 366*	*1 366*	*1 599*	*1 115*	*522*
2007–2008	*1 342*	*1 342*	*1 527*	*966*	*493*
2008–2009	*1 306*	*1 306*	*1 392*	*1 012*	*469*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



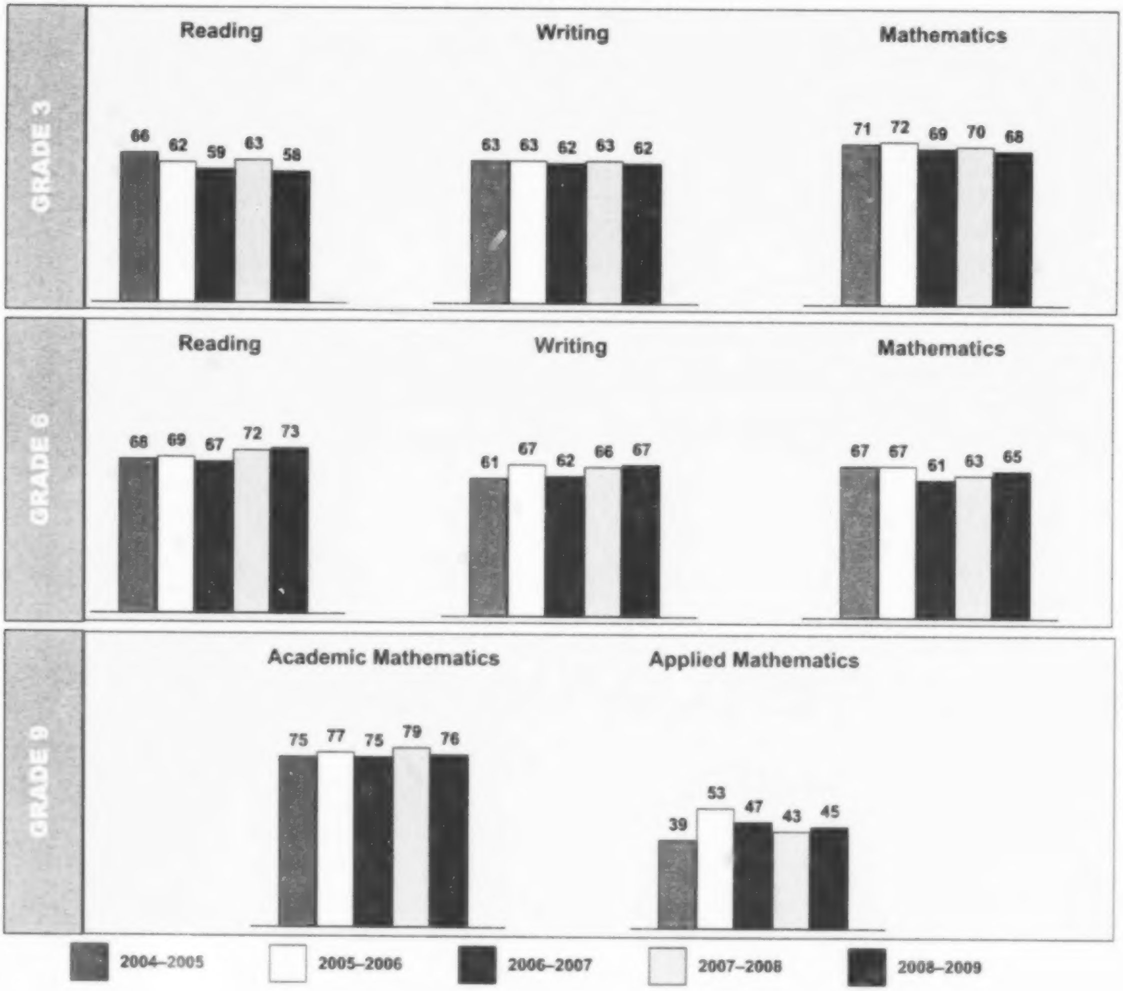
Board Name: London District Catholic School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		<1%	2%	2%
Students with special needs (excluding gifted)	9%		15%	2%	18%
First language learned at home was other than English	8%		9%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	9%	7%
Number of Schools	*45*		*45*	*8*	*8*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 400*	*1 424*	*1 727*	*1 389*	*597*
2005–2006	*1 409*	*1 421*	*1 602*	*1 280*	*624*
2006–2007	*1 360*	*1 430*	*1 581*	*1 367*	*725*
2007–2008	*1 298*	*1 377*	*1 489*	*1 438*	*698*
2008–2009	*1 197*	*1 291*	*1 461*	*1 391*	*699*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

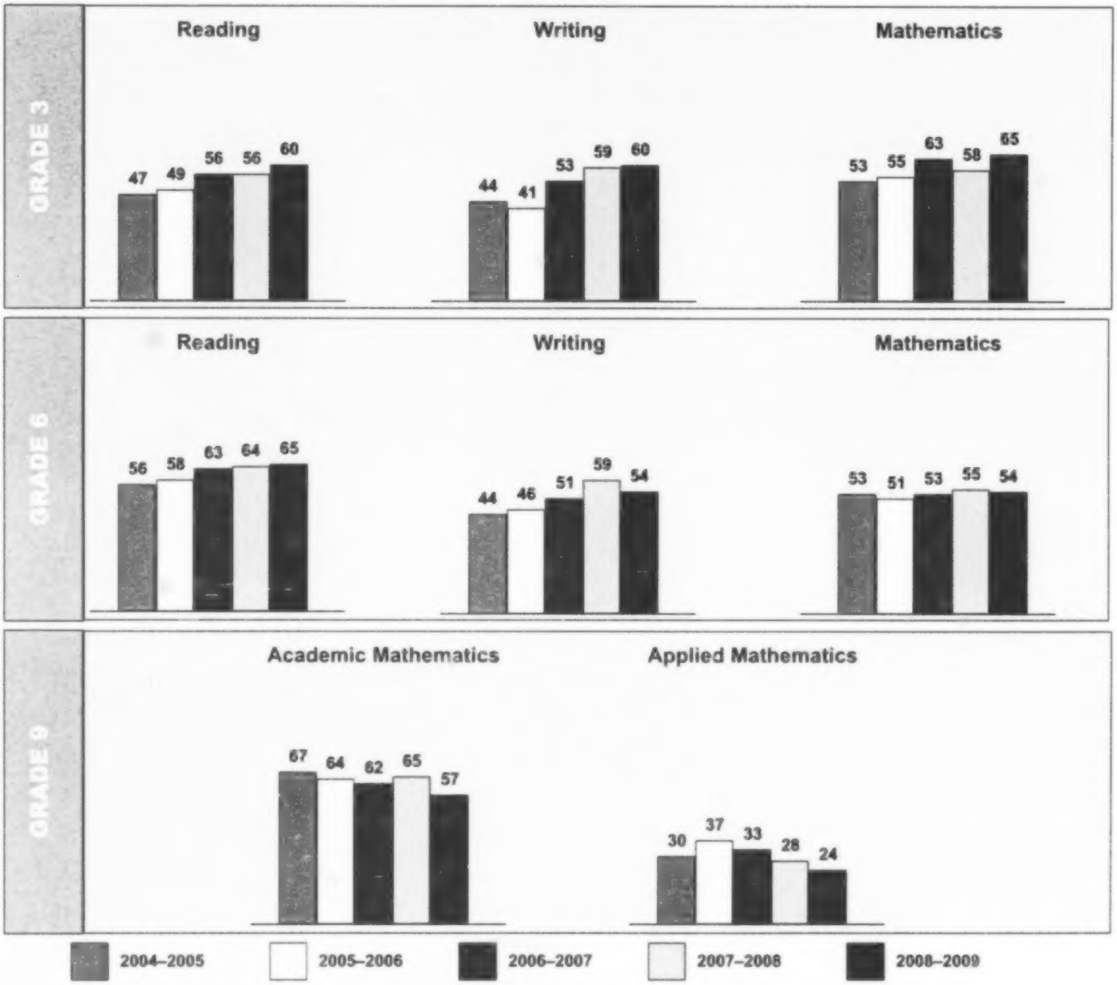


Board Name: Near North DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		<1%	0%	0%
Students with special needs (excluding gifted)	26%		33%	7%	33%
First language learned at home was other than English	1%		<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	*33*		*35*	*7*	*7*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*772*	*772*	*896*	*538*	*507*
2005–2006	*774*	*774*	*964*	*514*	*527*
2006–2007	*778*	*778*	*865*	*531*	*436*
2007–2008	*716*	*716*	*776*	*464*	*441*
2008–2009	*657*	*657*	*755*	*535*	*448*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

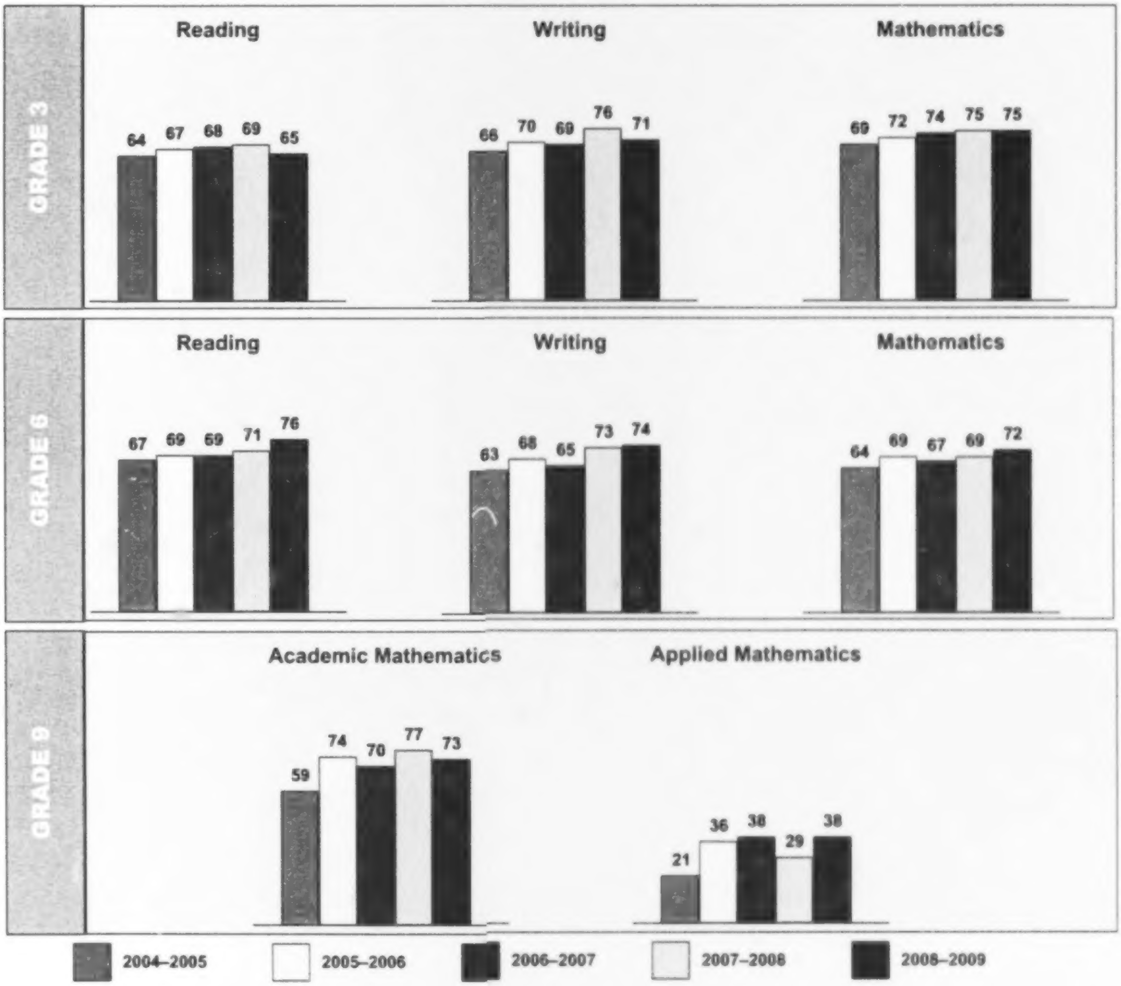


Board Name: Niagara Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		1%	1%	1%
Students with special needs (excluding gifted)	16%		19%	4%	29%
First language learned at home was other than English	6%		6%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	5%	4%
Number of Schools	50		50	8	8
Number of Students	Reading & Writing*	Mathematics			
2004–2005	1 661	1 661	1 886	1 472	628
2005–2006	1 547	1 547	1 800	1 394	608
2006–2007	1 696	1 696	1 893	1 470	629
2007–2008	1 600	1 600	1 728	1 452	627
2008–2009	1 507	1 507	1 593	1 389	637

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

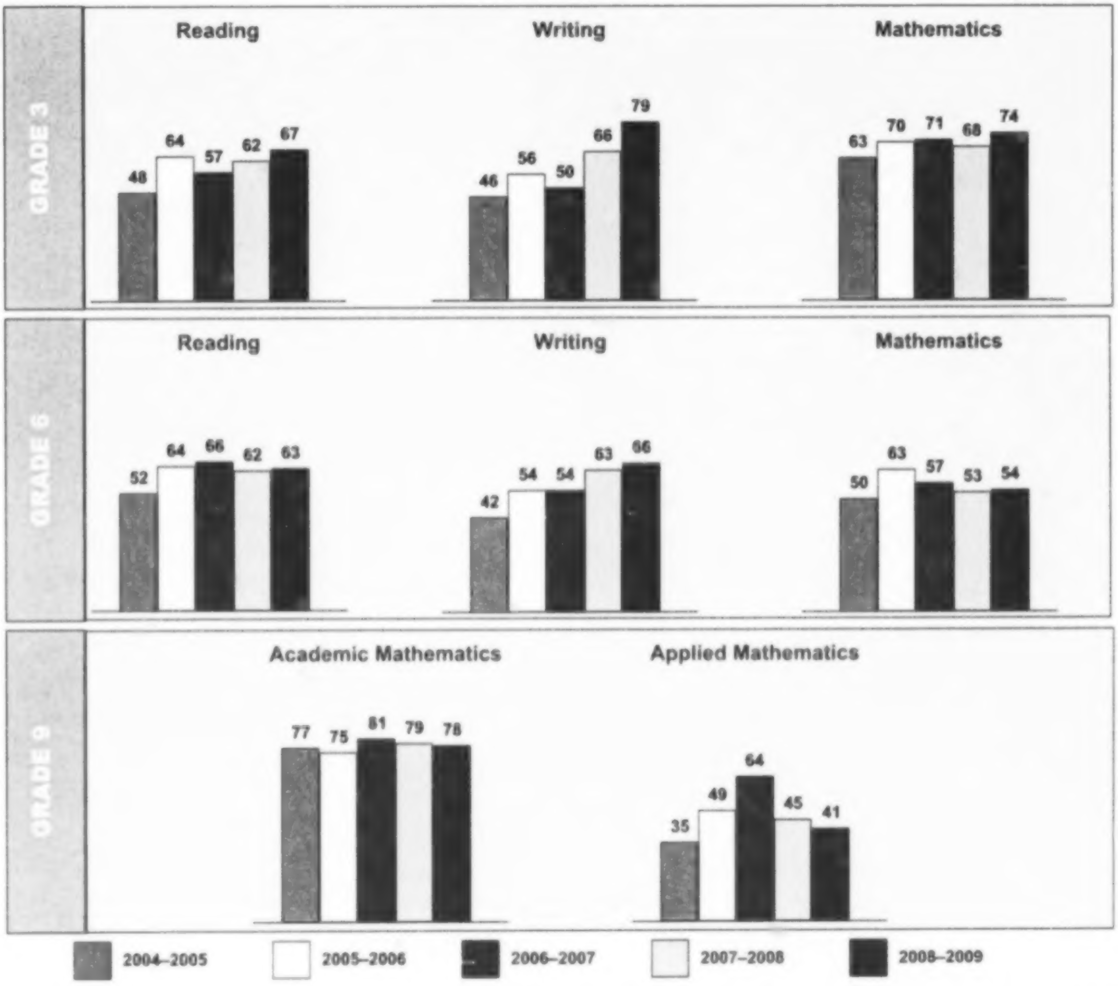


Board Name: Nipissing-Parry Sound Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	36%		37%	6%	40%
First language learned at home was other than English	1%		0%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	0%
Number of Schools	*13*		*13*	*1*	*1*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*237*	*237*	*248*	*140*	*150*
2005–2006	*233*	*233*	*259*	*122*	*135*
2006–2007	*227*	*227*	*282*	*161*	*107*
2007–2008	*212*	*212*	*243*	*95*	*106*
2008–2009	*238*	*238*	*234*	*127*	*106*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

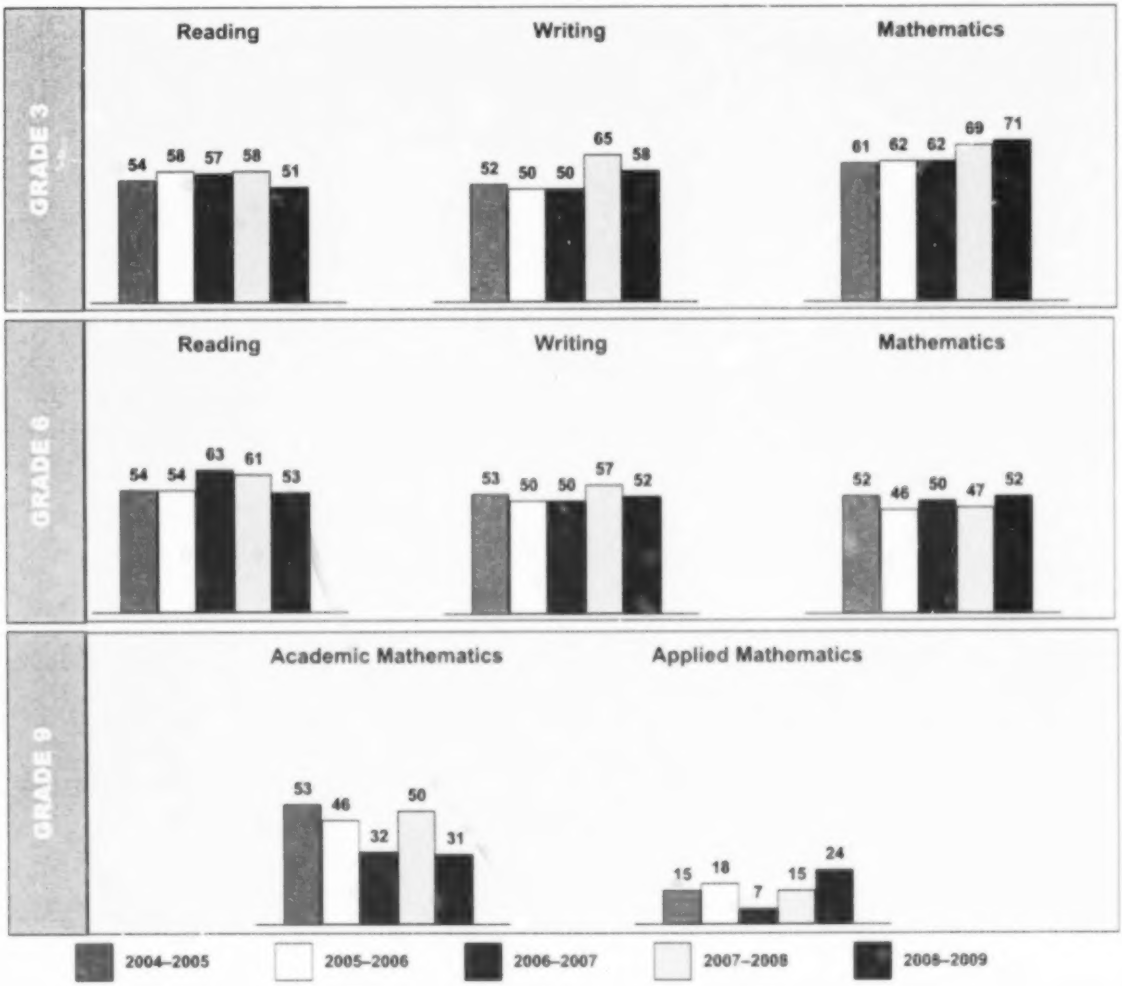


Board Name: Northeastern Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	26%		28%	3%	16%
First language learned at home was other than English	1%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	*10*		*10*	*1*	*1*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*244*	*244*	*255*	*66*	*68*
2005–2006	*226*	*226*	*308*	*87*	*49*
2006–2007	*216*	*216*	*242*	*65*	*67*
2007–2008	*189*	*189*	*263*	*68*	*73*
2008–2009	*195*	*195*	*256*	*70*	*49*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

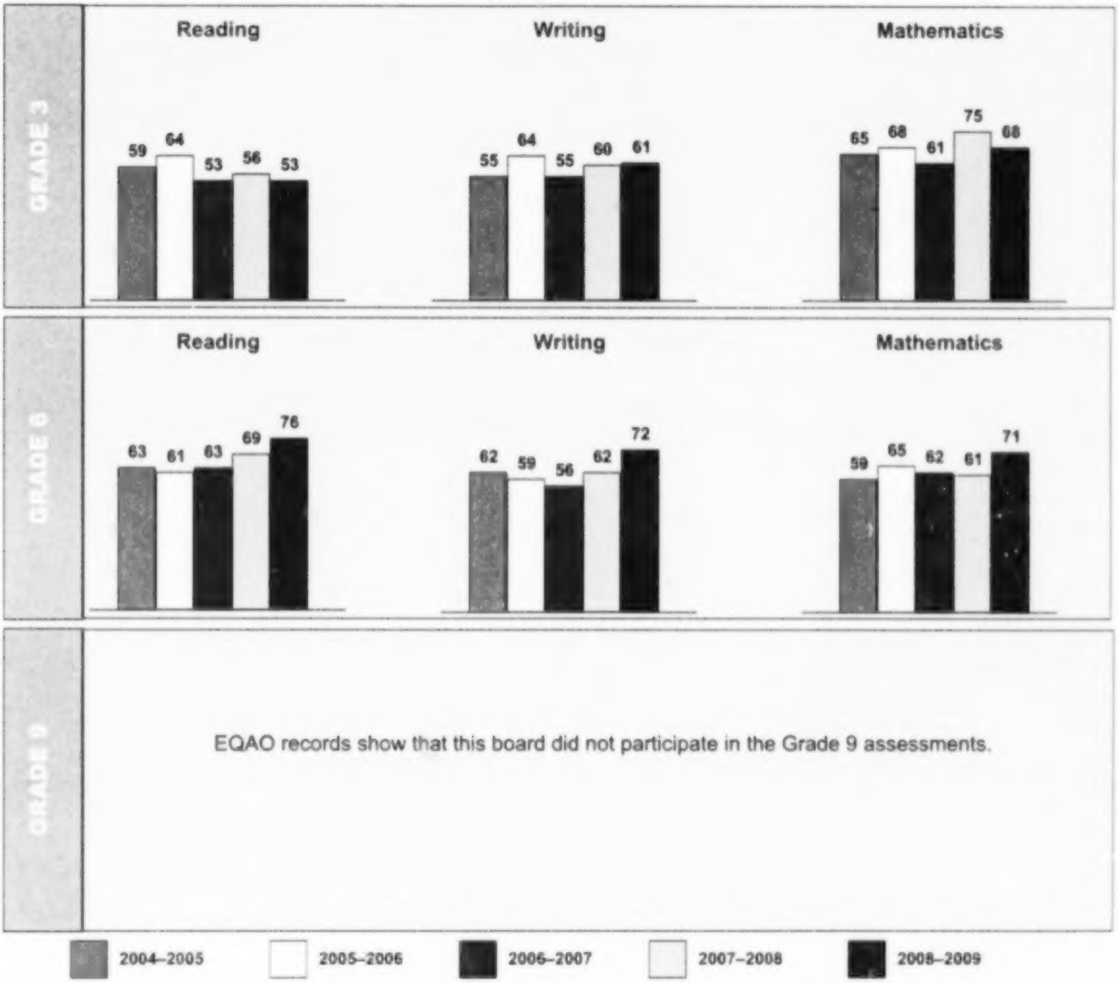


Board Name: Northwest Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	-	-
Students with special needs (excluding gifted)	19%		18%	-	-
First language learned at home was other than English	0%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	-	-
Number of Schools	*4*		*4*	*0*	*0*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*133*	*133*	*153*	*0*	*0*
2005–2006	*121*	*121*	*155*	*0*	*0*
2006–2007	*163*	*163*	*147*	*0*	*0*
2007–2008	*135*	*135*	*130*	*0*	*0*
2008–2009	*140*	*140*	*119*	*0*	*0*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



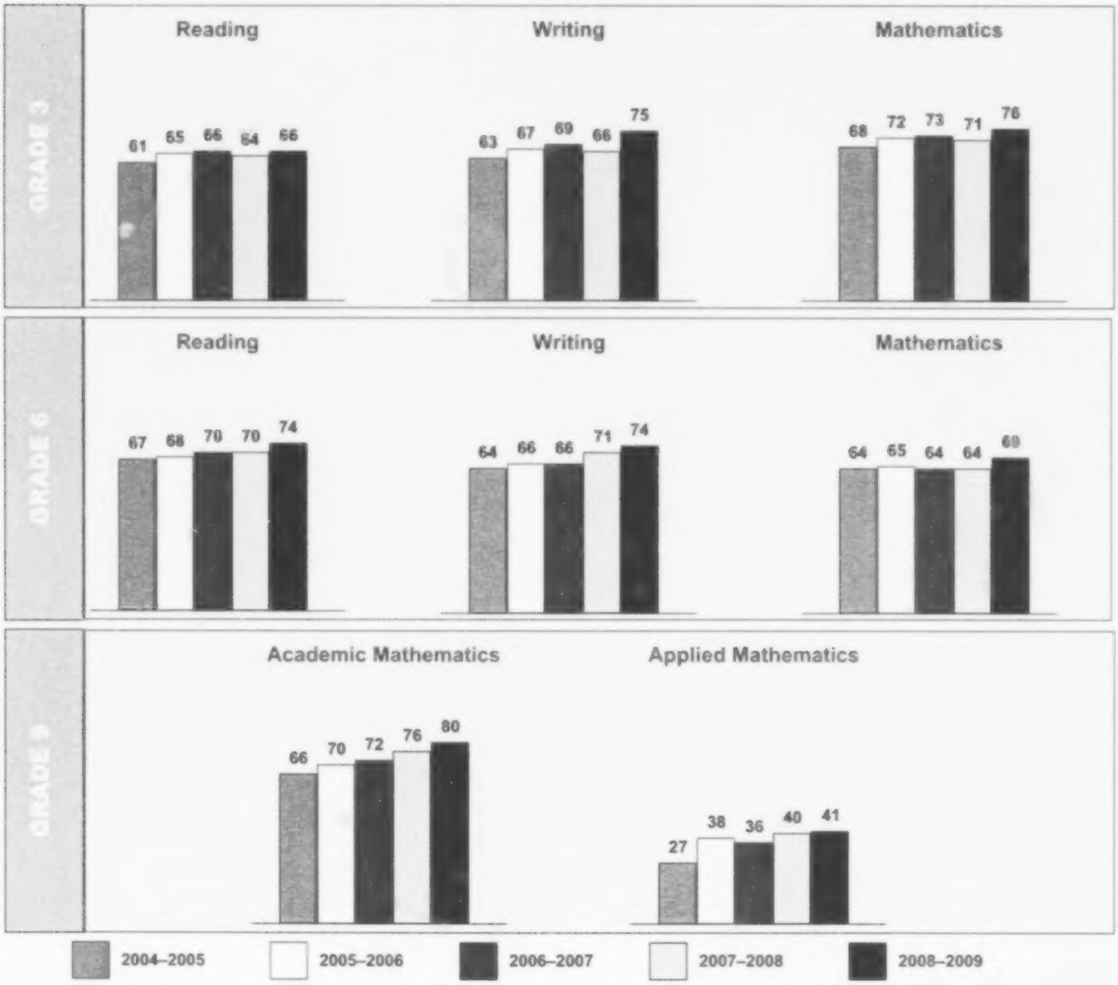
EQAO records show that this board did not participate in the Grade 9 assessments.

Board Name: Ottawa Catholic District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	13%		7%	2%	4%
Students with special needs (excluding gifted)	14%		18%	6%	32%
First language learned at home was other than English	8%		7%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	8%	6%
Number of Schools	*63*		*63*	*14*	*14*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 742*	*2 742*	*3 038*	*2 531*	*900*
2005–2006	*2 657*	*2 657*	*3 075*	*2 522*	*894*
2006–2007	*2 631*	*2 631*	*2 955*	*2 621*	*905*
2007–2008	*2 504*	*2 504*	*2 819*	*2 457*	*898*
2008–2009	*2 331*	*2 331*	*2 736*	*2 411*	*858*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



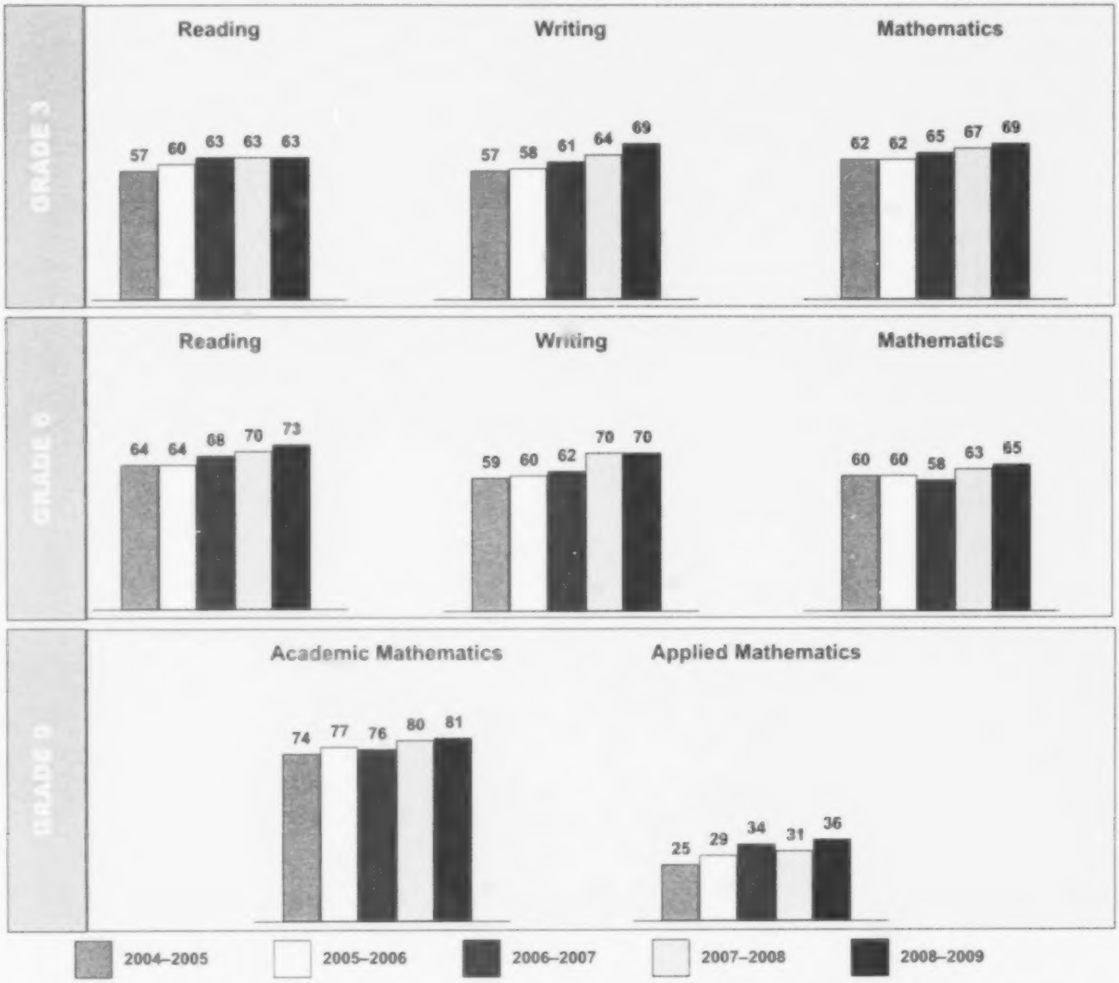
Board Name: Ottawa-Carleton DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	19%		13%	8%	10%
Students with special needs (excluding gifted)	17%		20%	10%	47%
First language learned at home was other than English	25%		25%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	11%	8%
Number of Schools	*104*		*91*	*23*	*27*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*4 789*	*4 789*	*4 947*	*4 412*	*1 318*
2005–2006	*4 789*	*4 789*	*5 092*	*4 387*	*1 395*
2006–2007	*4 752*	*4 752*	*5 239*	*4 170*	*1 165*
2007–2008	*4 668*	*4 667*	*5 055*	*4 041*	*1 146*
2008–2009	*4 619*	*4 619*	*4 904*	*4 074*	*1 228*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

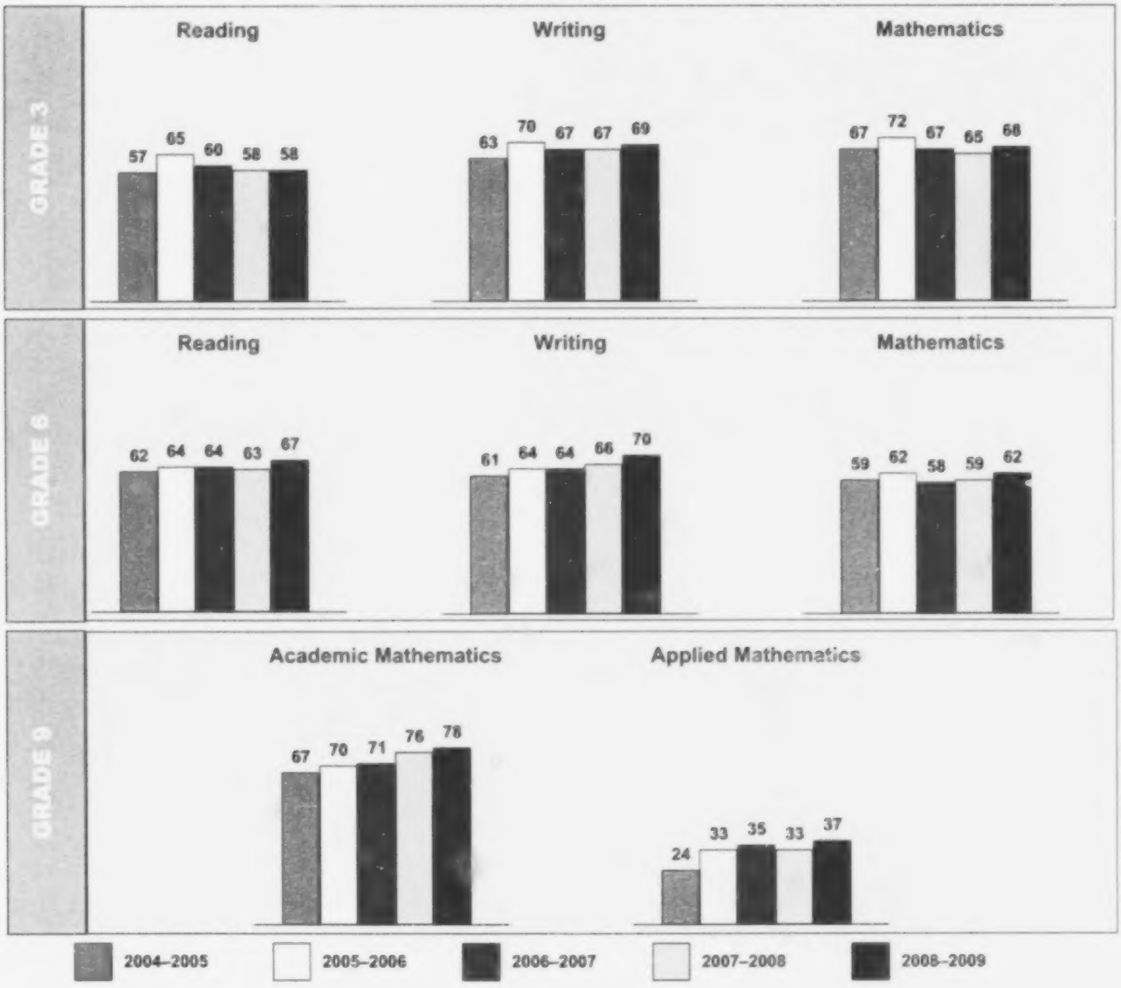


Board Name: Peel District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	31%		14%	4%	8%
Students with special needs (excluding gifted)	7%		10%	3%	23%
First language learned at home was other than English	52%		48%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	13%	9%
Number of Schools	*156*		*90*	*30*	*35*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*10 168*	*10 168*	*10 137*	*6 995*	*2 883*
2005–2006	*10 457*	*10 457*	*10 784*	*7 066*	*2 878*
2006–2007	*10 592*	*10 592*	*10 954*	*7 452*	*2 529*
2007–2008	*10 719*	*10 719*	*10 973*	*7 301*	*2 840*
2008–2009	*10 563*	*10 562*	*11 014*	*7 483*	*2 786*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



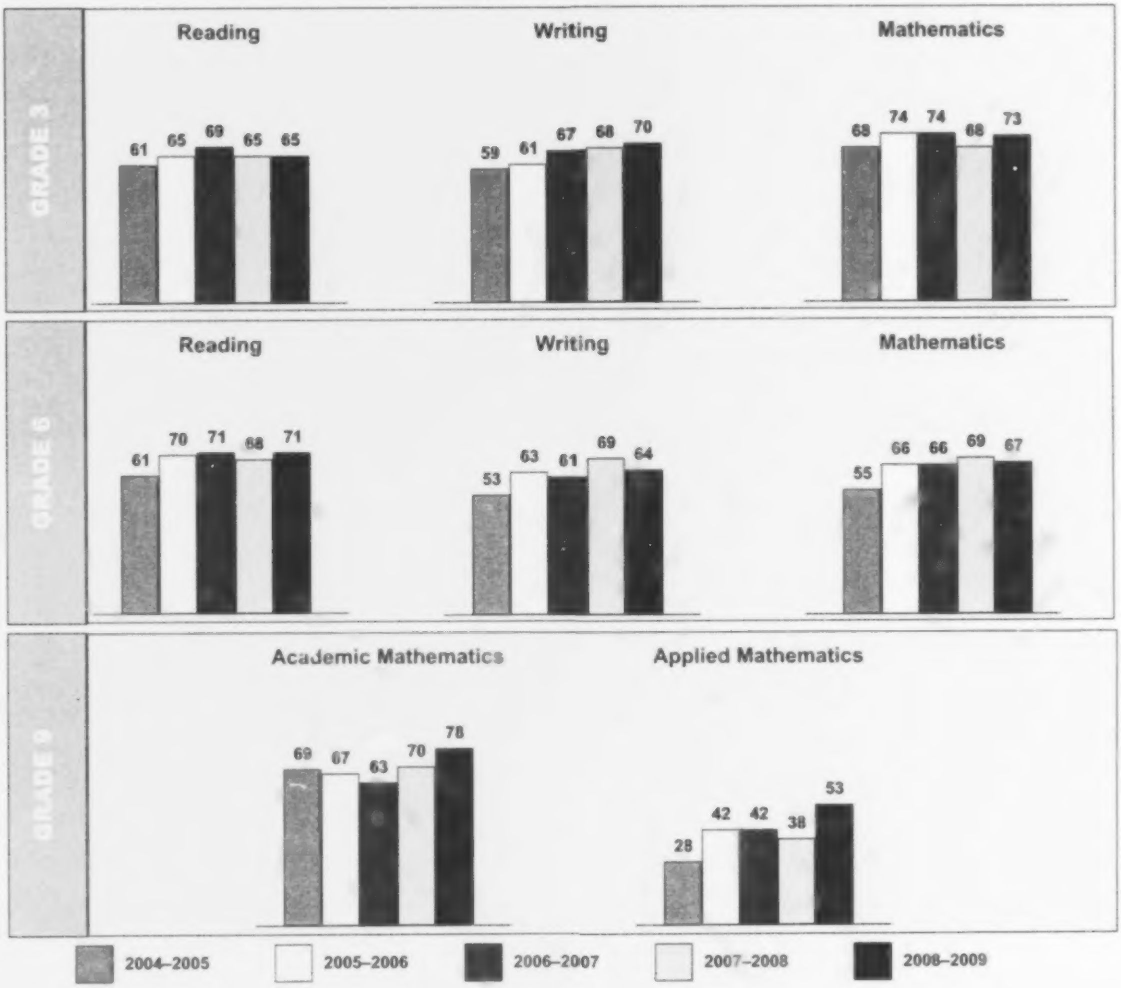
Board Name: Peterborough Victoria Northumberland and Clarington CDSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		<1%	0%	0%
Students with special needs (excluding gifted)	26%		24%	4%	35%
First language learned at home was other than English	1%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*31*		*31*	*6*	*6*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 028*	*1 028*	*1 125*	*854*	*457*
2005–2006	*914*	*914*	*1 132*	*829*	*521*
2006–2007	*984*	*984*	*1 079*	*856*	*445*
2007–2008	*936*	*936*	*1 098*	*811*	*476*
2008–2009	*878*	*878*	*954*	*805*	*463*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4

RESULTS OVER TIME

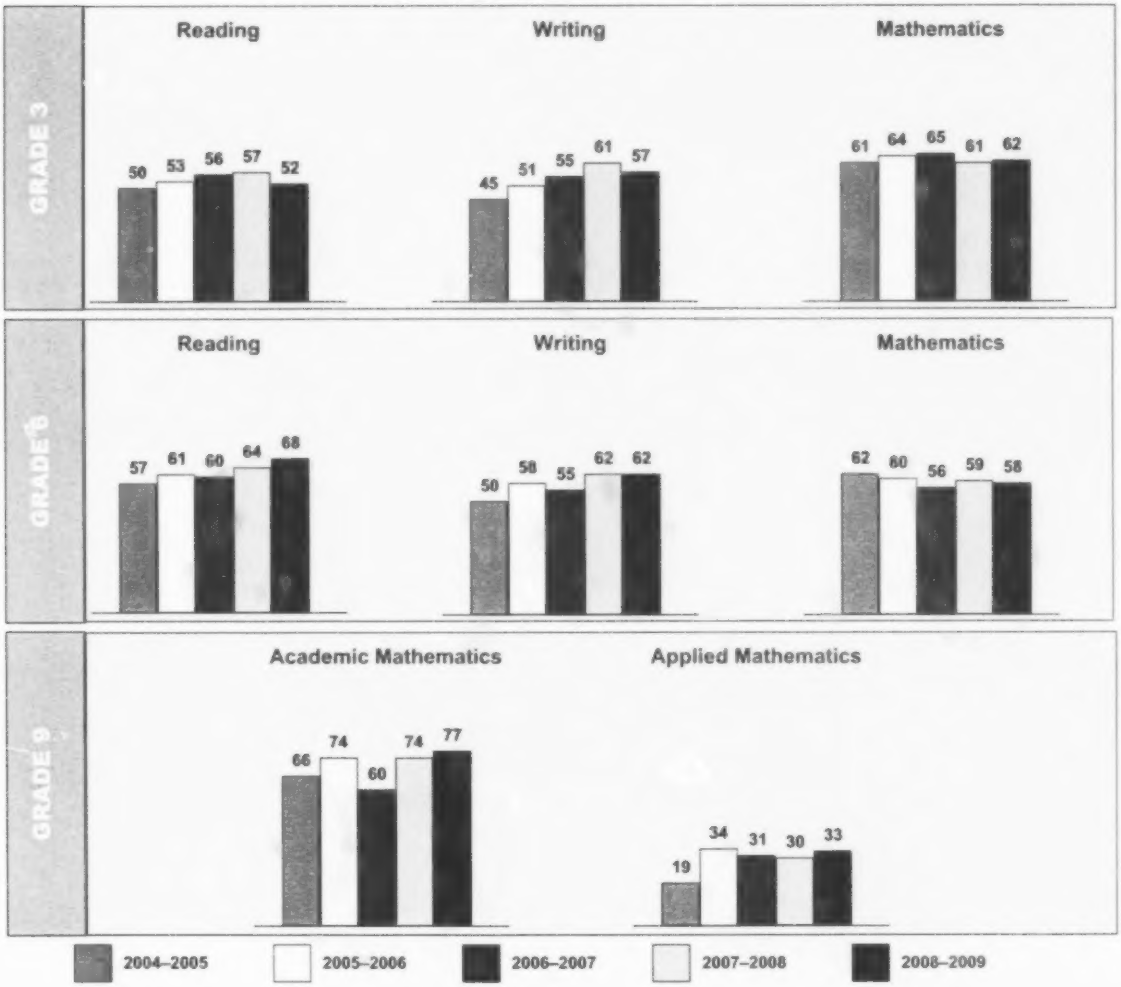


Board Name: Rainbow District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		<1%	0%	0%
Students with special needs (excluding gifted)	18%		18%	7%	28%
First language learned at home was other than English	<1%		<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*34*		*33*	*9*	*9*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 006*	*1 006*	*1 108*	*930*	*507*
2005–2006	*1 005*	*1 005*	*1 099*	*945*	*567*
2006–2007	*922*	*922*	*1 047*	*923*	*550*
2007–2008	*937*	*937*	*1 023*	*797*	*479*
2008–2009	*905*	*905*	*1 025*	*753*	*505*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



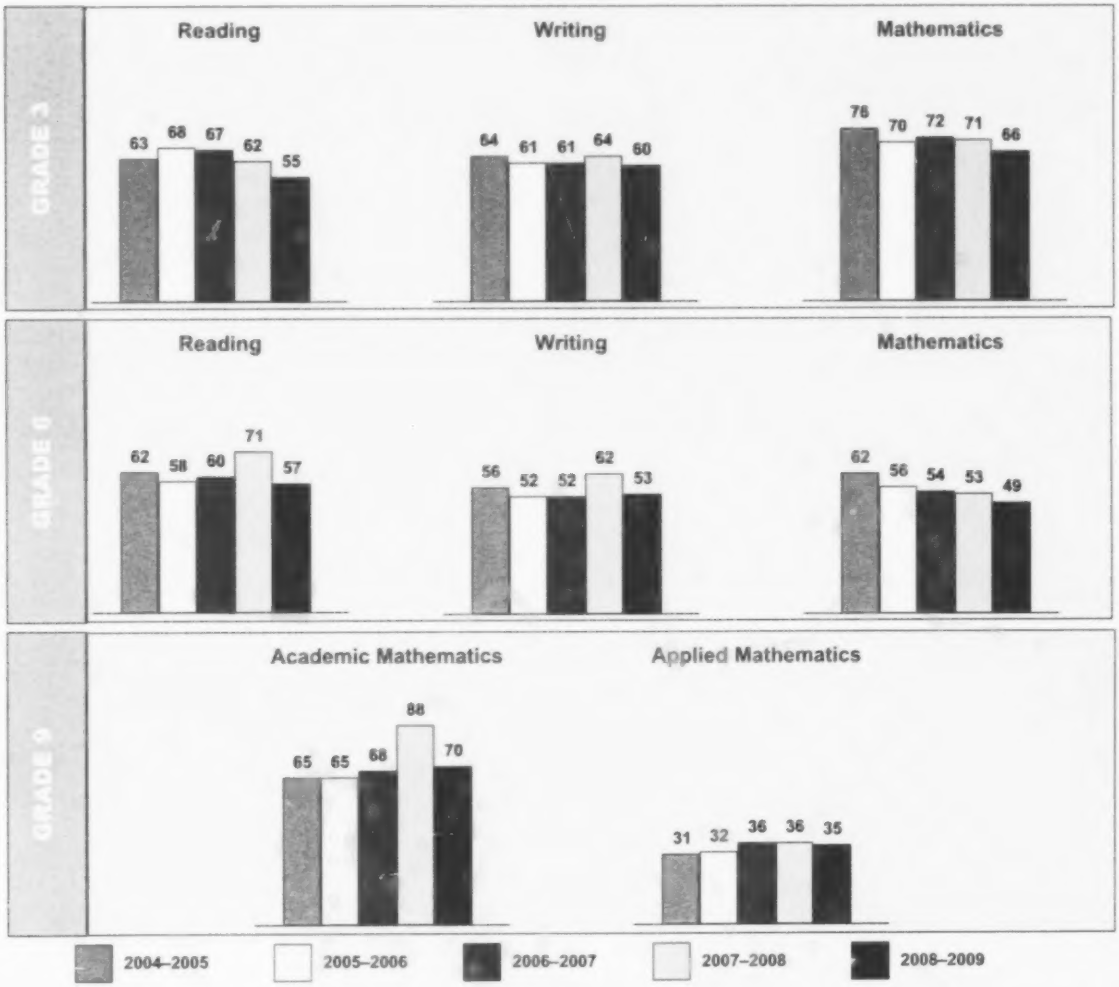
Board Name: Rainy River DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	23%		26%	3%	25%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	*11*		*10*	*3*	*3*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*166*	*166*	*201*	*165*	*166*
2005–2006	*188*	*188*	*236*	*174*	*114*
2006–2007	*173*	*173*	*188*	*170*	*137*
2007–2008	*167*	*167*	*173*	*144*	*131*
2008–2009	*164*	*164*	*195*	*174*	*126*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



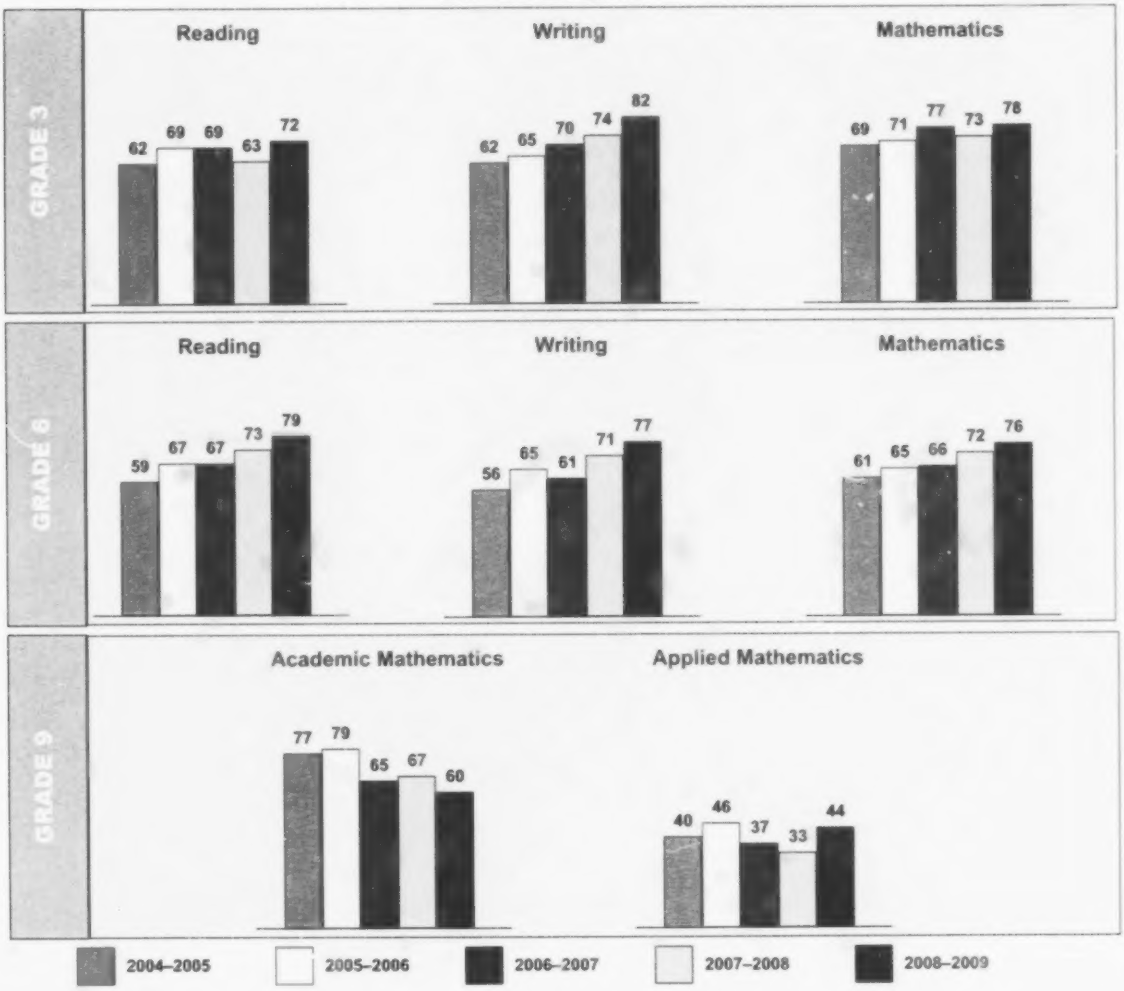
Board Name: Renfrew County Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		0%	0%	0%
Students with special needs (excluding gifted)	23%		23%	6%	38%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	2%
Number of Schools	*21*		*21*	*2*	*2*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*389*	*389*	*443*	*190*	*141*
2005–2006	*367*	*367*	*410*	*191*	*117*
2006–2007	*398*	*398*	*470*	*168*	*113*
2007–2008	*384*	*384*	*368*	*171*	*92*
2008–2009	*357*	*357*	*354*	*163*	*115*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

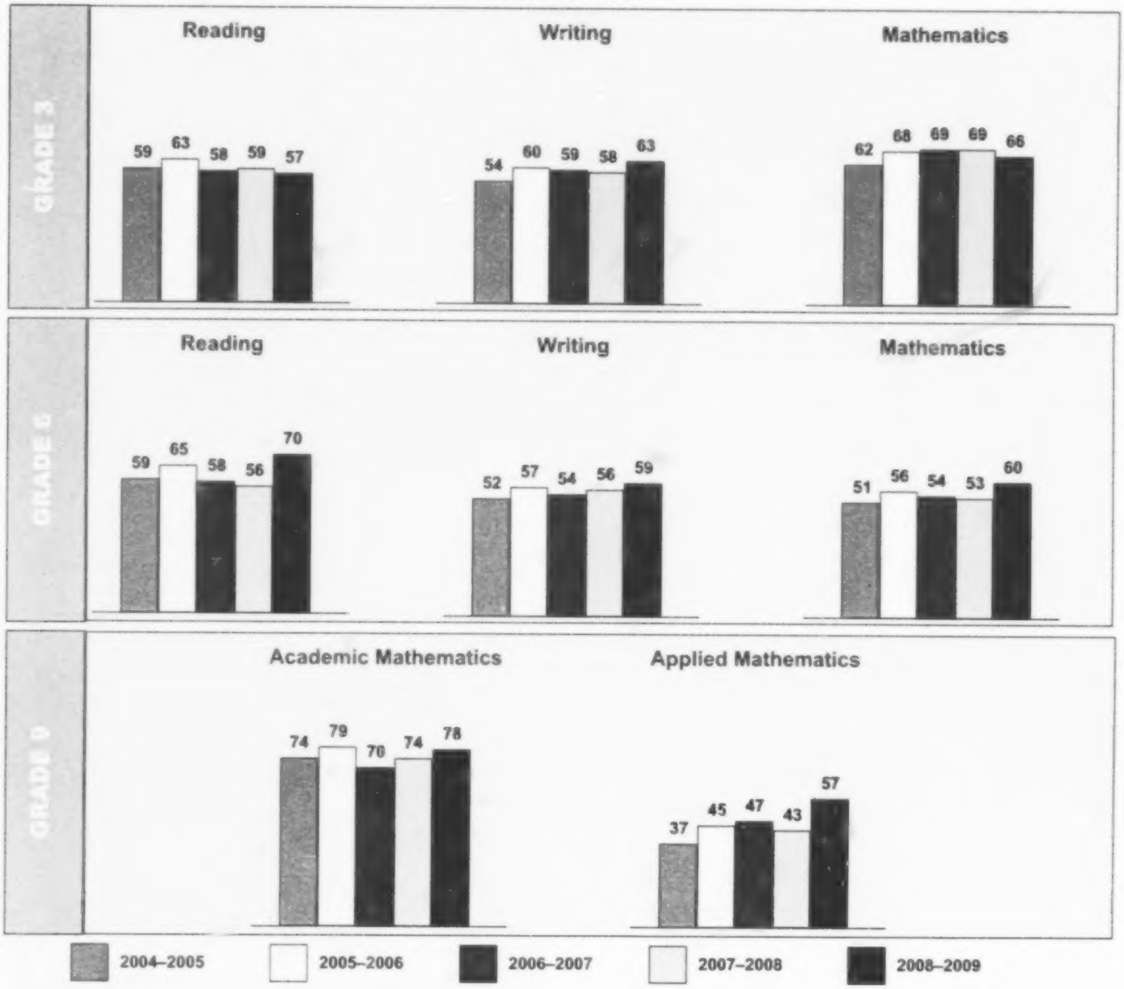


Board Name: Renfrew County DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		<1%	0%	0%
Students with special needs (excluding gifted)	16%		24%	5%	31%
First language learned at home was other than English	1%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	*22*		*21*	*7*	*7*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*697*	*697*	*726*	*600*	*403*
2005–2006	*629*	*629*	*742*	*570*	*407*
2006–2007	*638*	*638*	*685*	*608*	*327*
2007–2008	*611*	*611*	*695*	*511*	*349*
2008–2009	*581*	*581*	*645*	*533*	*304*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) RESULTS OVER TIME



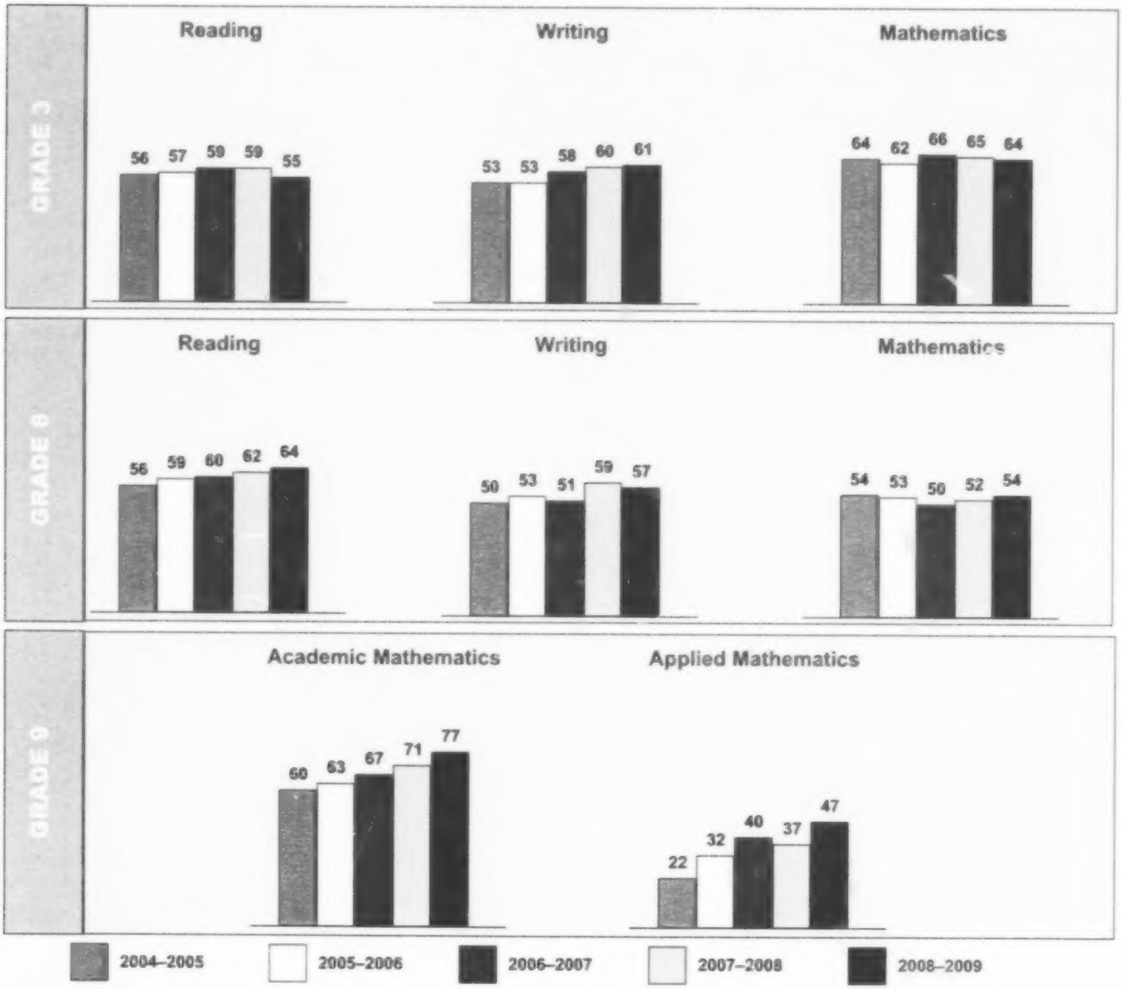
Board Name: Simcoe County DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		1%	<1%	<1%
Students with special needs (excluding gifted)	17%		20%	4%	28%
First language learned at home was other than English	3%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*90*		*90*	*16*	*16*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*3 689*	*3 689*	*4 023*	*2 537*	*2 027*
2005–2006	*3 649*	*3 649*	*4 176*	*2 580*	*1 875*
2006–2007	*3 571*	*3 571*	*4 123*	*2 408*	*1 842*
2007–2008	*3 596*	*3 596*	*3 884*	*2 277*	*1 776*
2008–2009	*3 343*	*3 343*	*3 793*	*2 294*	*1 786*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

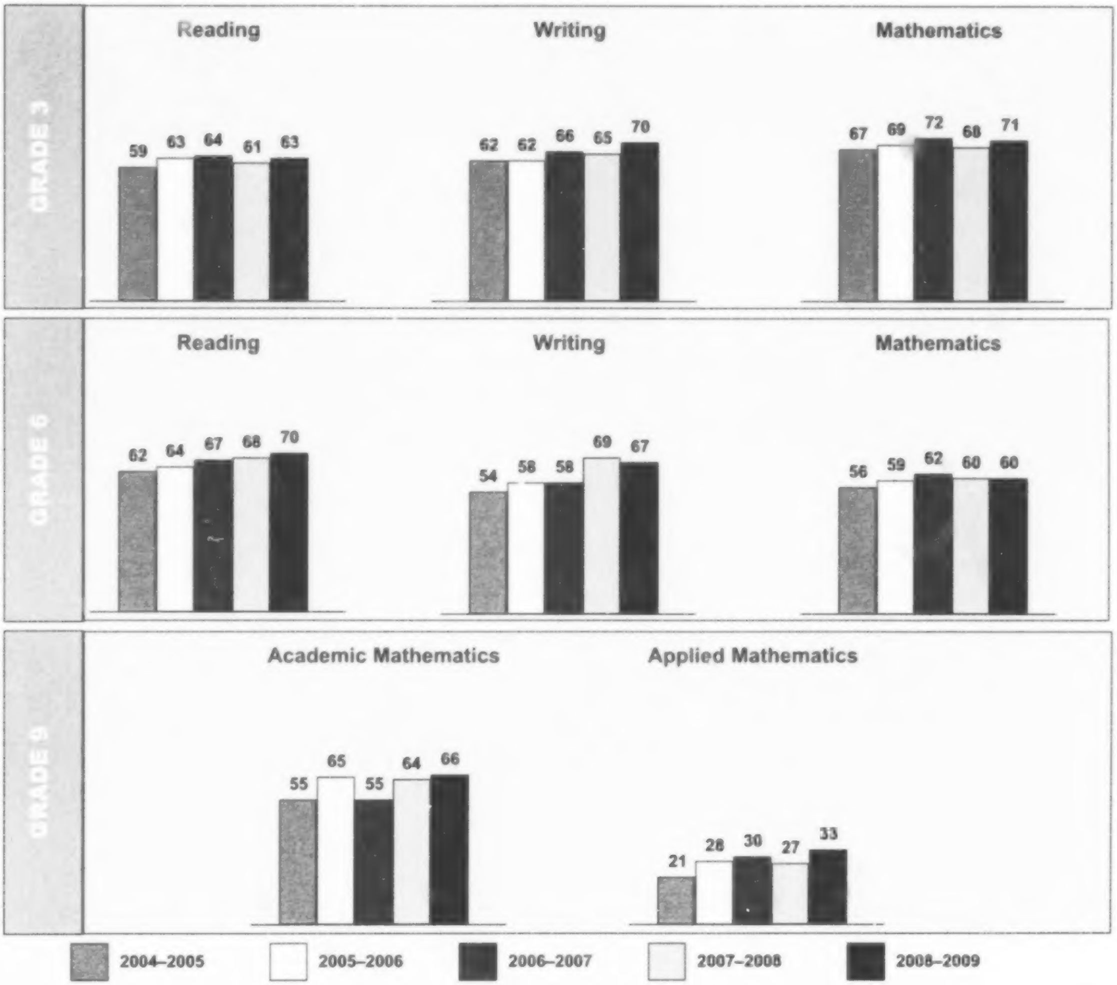


Board Name: Simcoe Muskoka Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		<1%	0%	<1%
Students with special needs (excluding gifted)	15%		20%	4%	30%
First language learned at home was other than English	2%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	2%
Number of Schools	*43*		*42*	*9*	*9*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 584*	*1 584*	*1 718*	*1 292*	*655*
2005–2006	*1 444*	*1 444*	*1 632*	*1 198*	*669*
2006–2007	*1 456*	*1 456*	*1 606*	*1 319*	*623*
2007–2008	*1 369*	*1 369*	*1 645*	*1 291*	*652*
2008–2009	*1 258*	*1 258*	*1 457*	*1 196*	*558*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

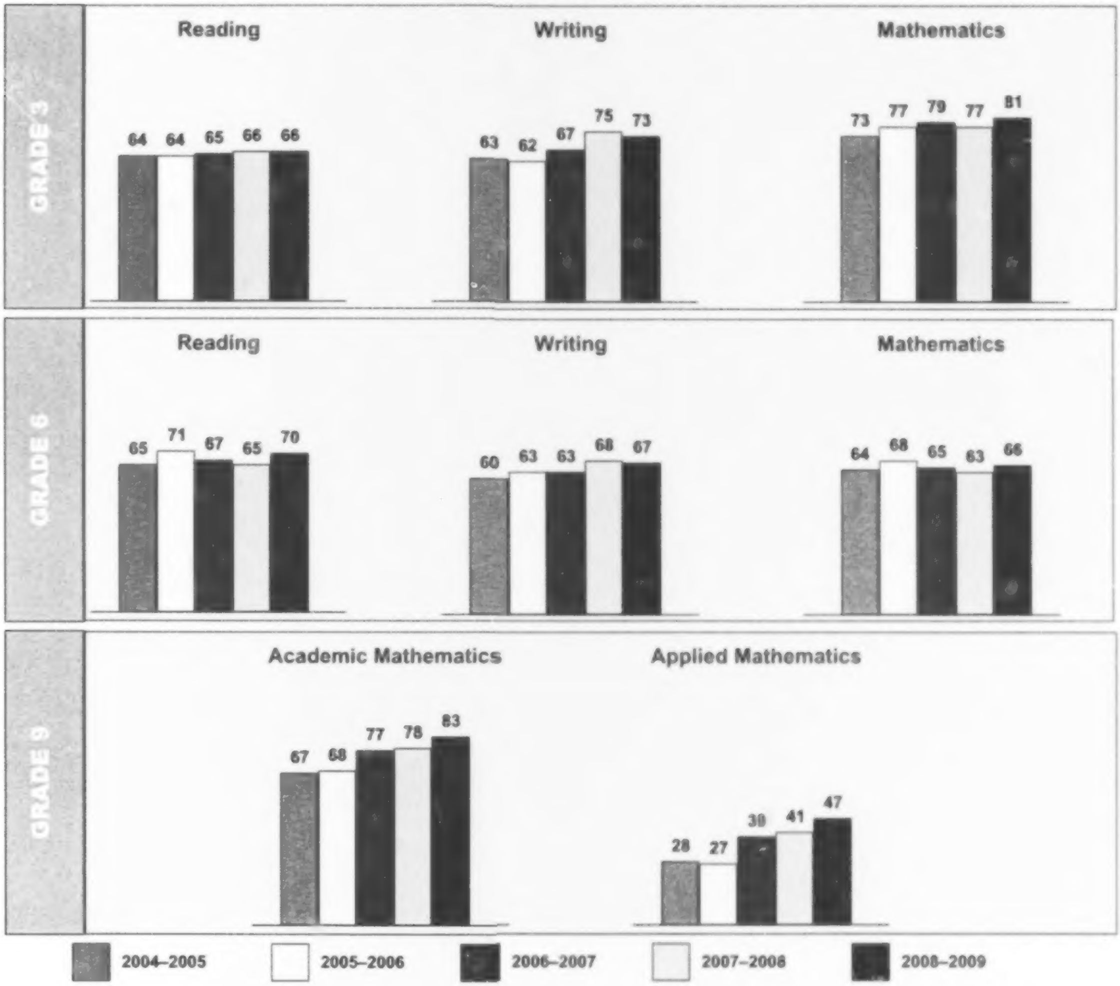


Board Name: St. Clair Catholic District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		<1%	0%	0%
Students with special needs (excluding gifted)	23%		26%	4%	37%
First language learned at home was other than English	<1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	3%	1%
Number of Schools	*29*		*29*	*3*	*3*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*825*	*825*	*889*	*538*	*298*
2005–2006	*752*	*752*	*897*	*537*	*274*
2006–2007	*748*	*748*	*857*	*425*	*277*
2007–2008	*767*	*767*	*813*	*393*	*282*
2008–2009	*658*	*658*	*762*	*442*	*252*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

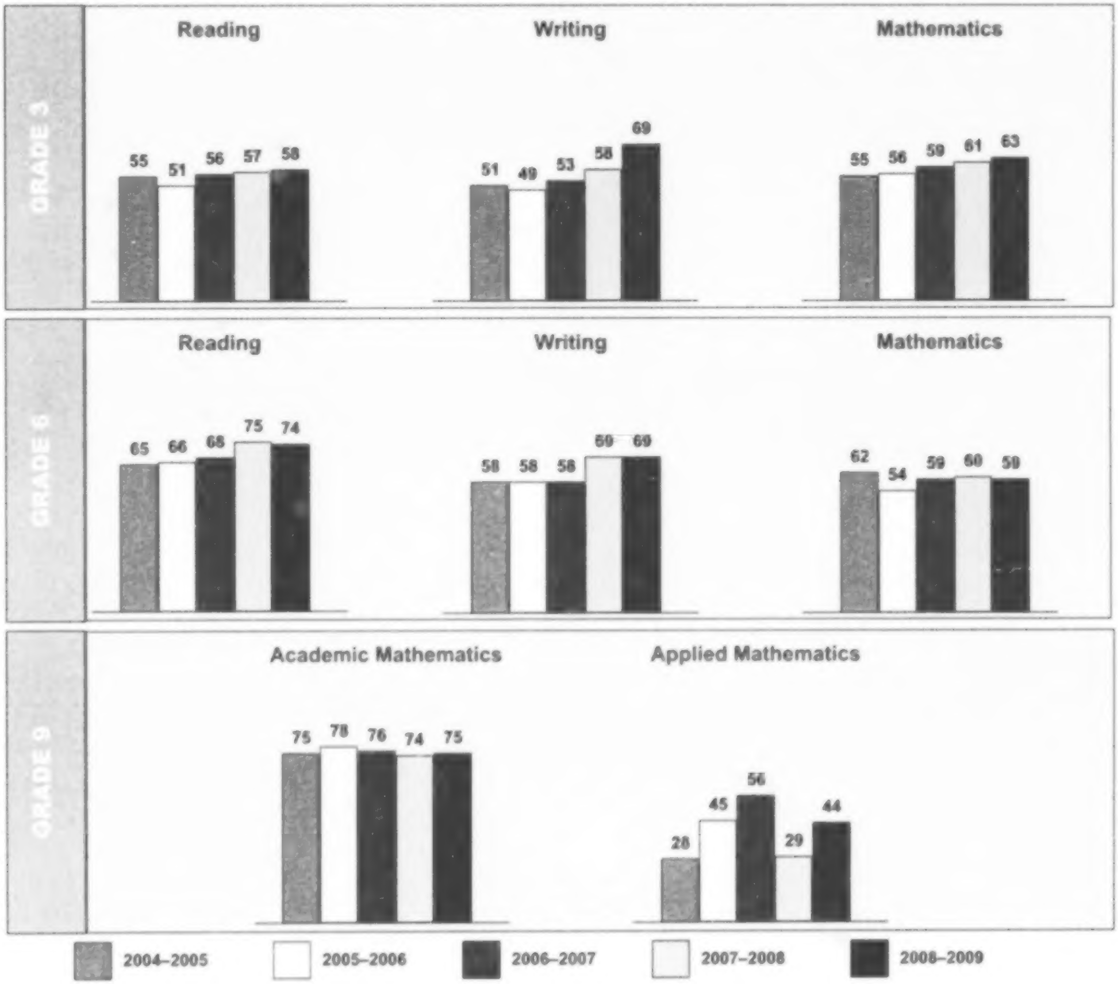


Board Name: Sudbury Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		0%	0%	0%
Students with special needs (excluding gifted)	24%		25%	4%	33%
First language learned at home was other than English	1%		1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	0%	2%
Number of Schools	*18*		*18*	*4*	*4*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*462*	*462*	*486*	*308*	*139*
2005–2006	*506*	*506*	*507*	*307*	*157*
2006–2007	*485*	*485*	*518*	*353*	*131*
2007–2008	*467*	*467*	*472*	*362*	*140*
2008–2009	*455*	*455*	*522*	*369*	*188*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

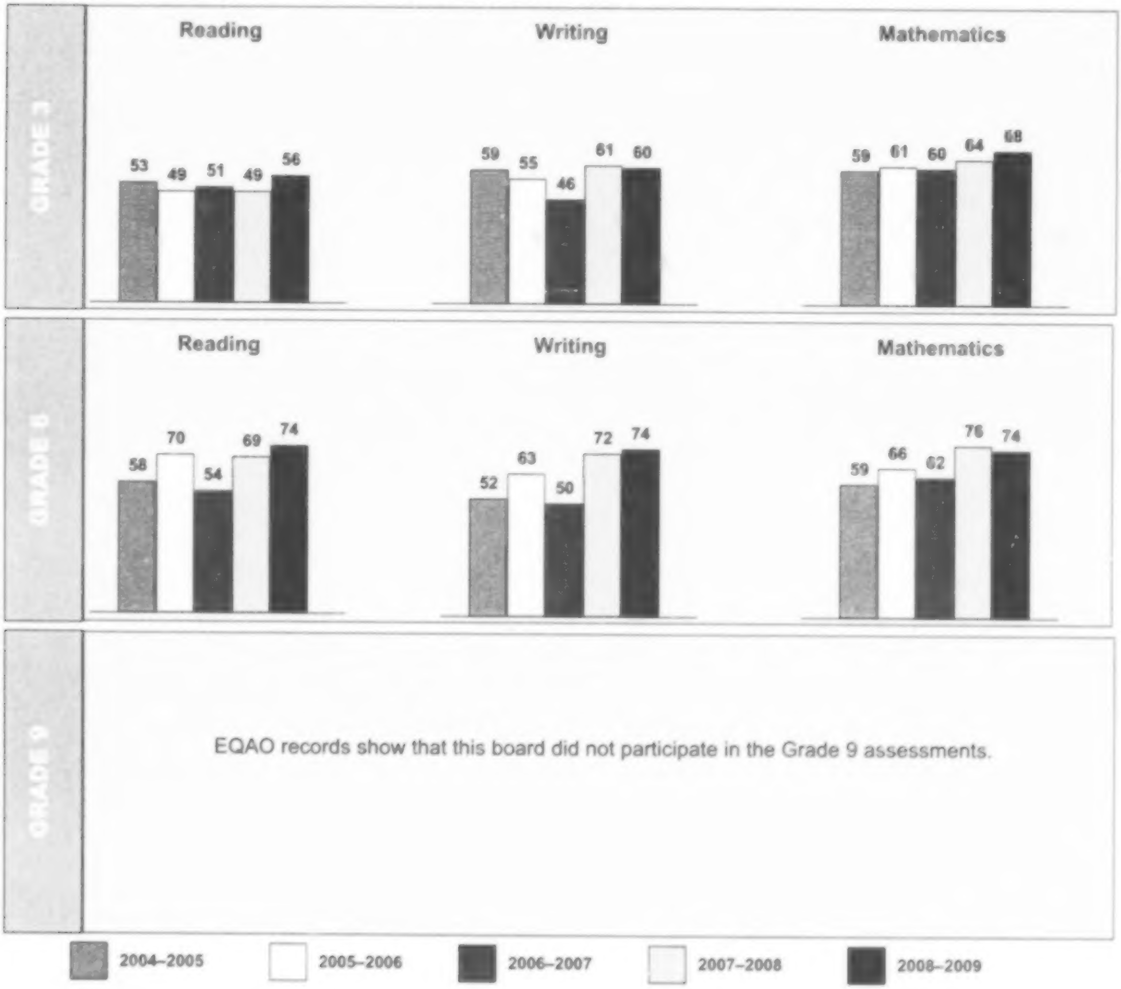


Board Name: Superior North Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	-	-
Students with special needs (excluding gifted)	26%		20%	-	-
First language learned at home was other than English	3%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	-	-
Number of Schools	*8*		*9*	*0*	*0*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*86*	*86*	*86*	*0*	*0*
2005–2006	*89*	*89*	*93*	*0*	*0*
2006–2007	*85*	*85*	*82*	*0*	*0*
2007–2008	*72*	*72*	*72*	*0*	*0*
2008–2009	*73*	*73*	*87*	*0*	*0*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



EQAO records show that this board did not participate in the Grade 9 assessments.

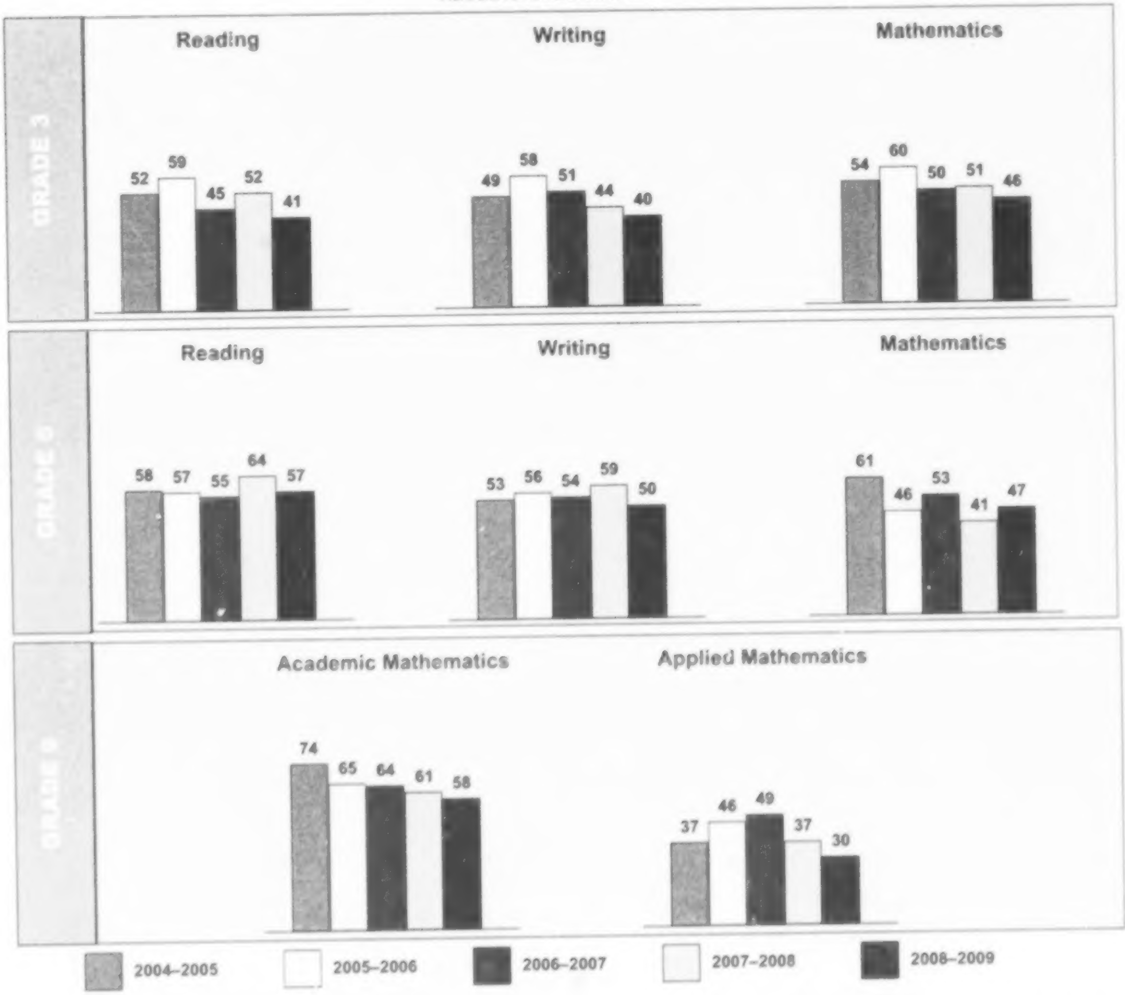
Board Name: Superior-Greenstone DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	0%		0%	0%	0%
Students with special needs (excluding gifted)	17%		28%	2%	32%
First language learned at home was other than English	2%		2%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	0%
Number of Schools	*10*		*10*	*5*	*5*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*120*	*120*	*161*	*129*	*163*
2005–2006	*111*	*111*	*145*	*158*	*123*
2006–2007	*110*	*110*	*131*	*132*	*134*
2007–2008	*98*	*98*	*102*	*115*	*114*
2008–2009	*100*	*100*	*101*	*106*	*122*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



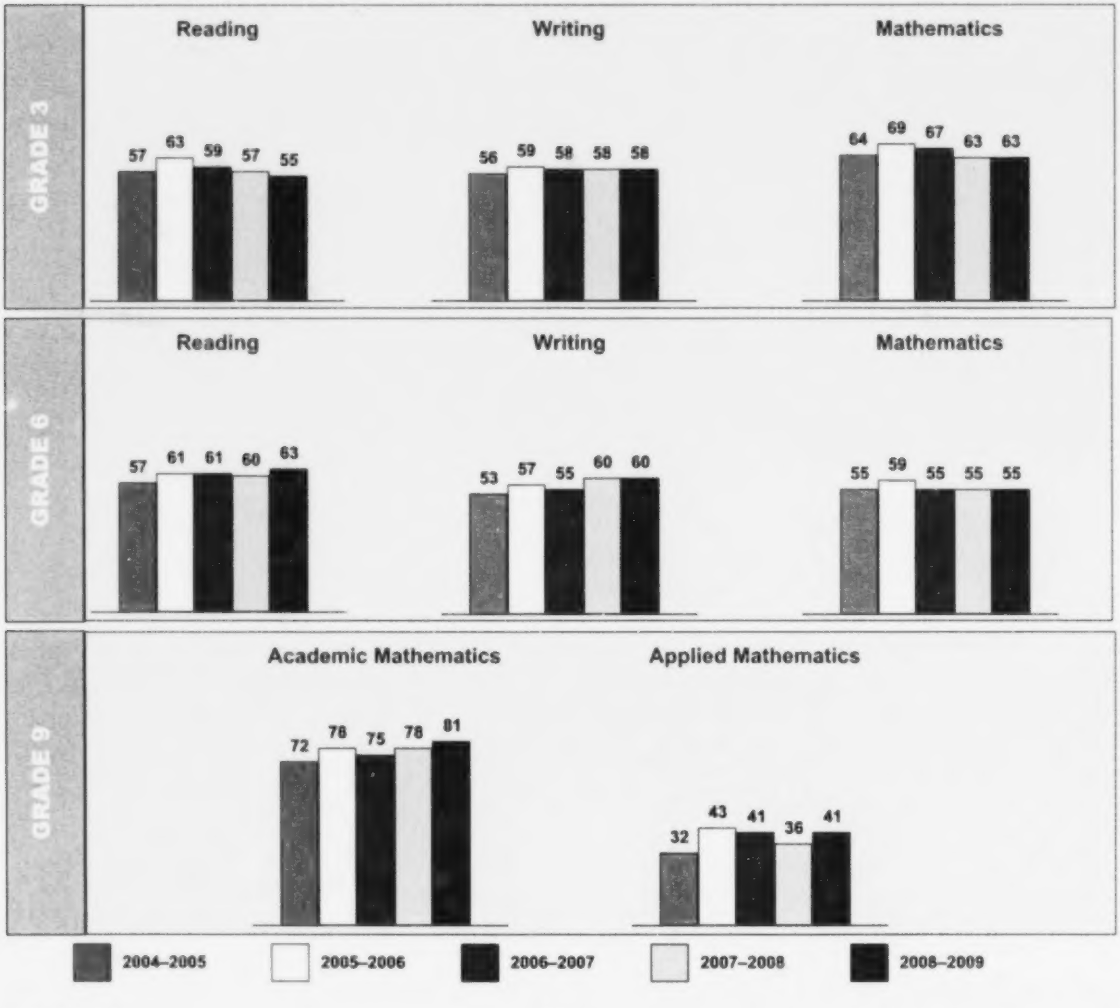
Board Name: Thames Valley District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	8%		6%	3%	3%
Students with special needs (excluding gifted)	10%		15%	3%	23%
First language learned at home was other than English	10%		8%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	6%	4%
Number of Schools	*146*		*147*	*27*	*29*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*5 115*	*5 454*	*5 896*	*3 753*	*2 283*
2005–2006	*4 926*	*5 283*	*6 074*	*3 711*	*2 328*
2006–2007	*4 821*	*5 182*	*6 023*	*3 572*	*2 319*
2007–2008	*4 737*	*5 124*	*5 644*	*3 359*	*2 180*
2008–2009	*4 463*	*4 830*	*5 375*	*3 381*	*2 265*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



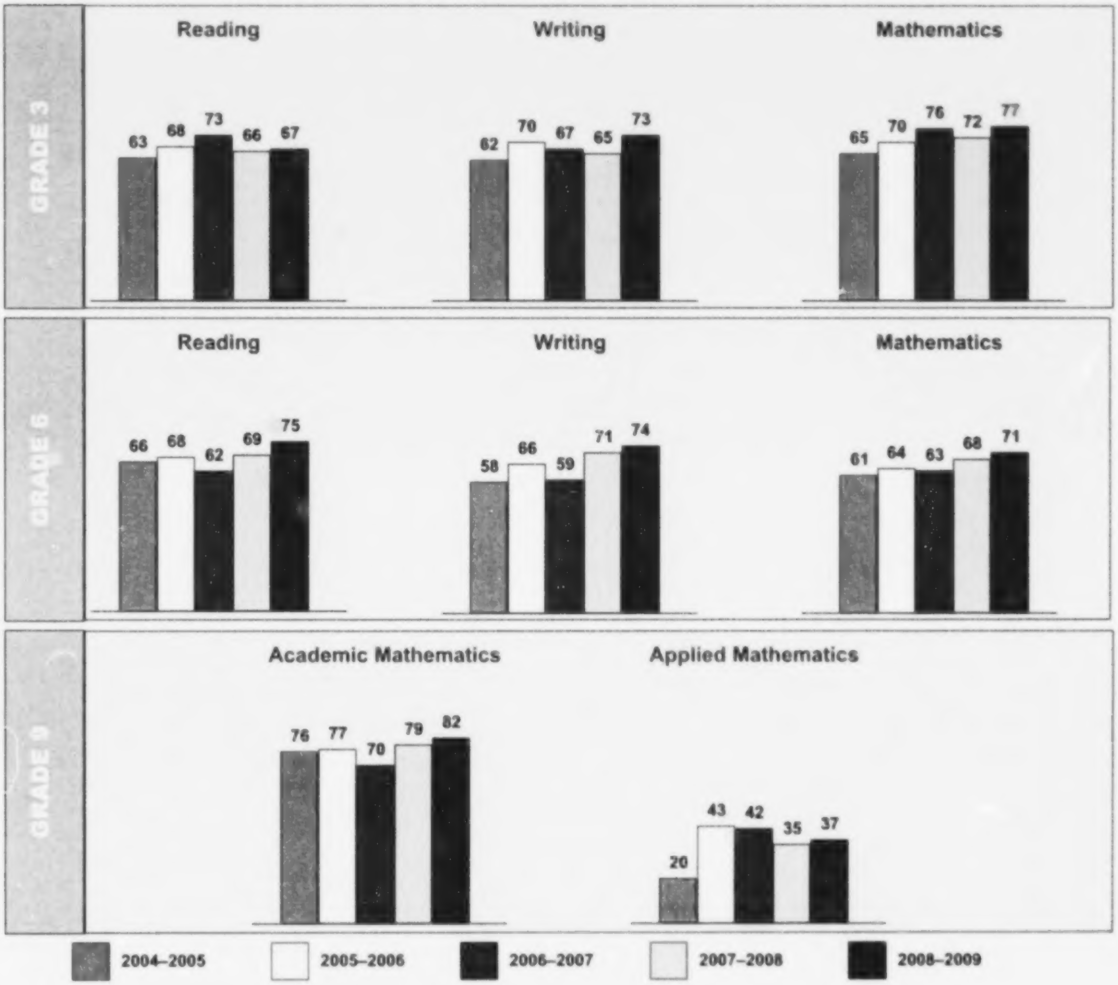
Board Name: Thunder Bay Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		1%	0%	1%
Students with special needs (excluding gifted)	27%		26%	2%	13%
First language learned at home was other than English	3%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	1%	2%
Number of Schools	*16*		*16*	*2*	*2*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*651*	*651*	*628*	*388*	*241*
2005–2006	*615*	*615*	*660*	*373*	*240*
2006–2007	*612*	*612*	*682*	*426*	*220*
2007–2008	*583*	*583*	*652*	*346*	*205*
2008–2009	*592*	*592*	*589*	*372*	*245*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

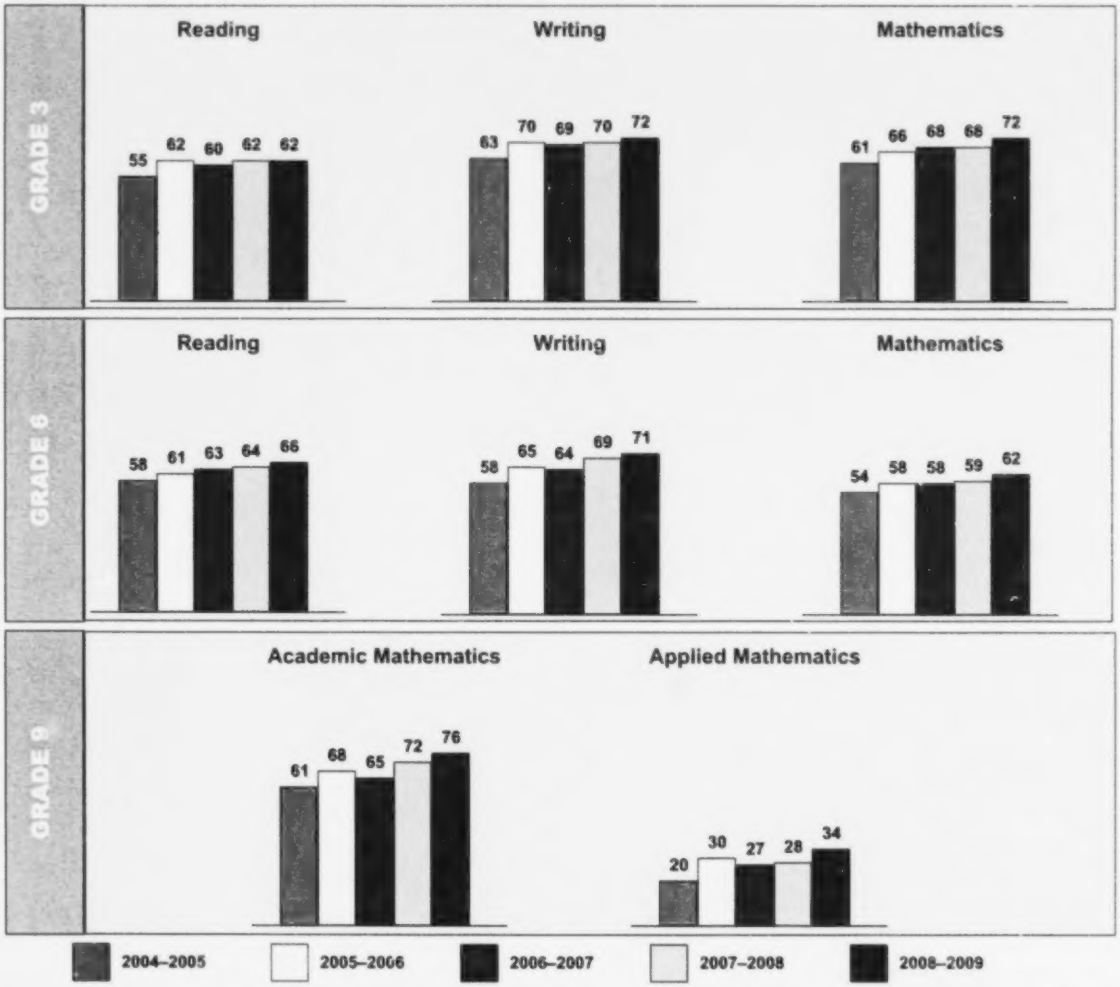


Board Name: Toronto Catholic District School Board

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	10%		11%	9%	15%
Students with special needs (excluding gifted)	13%		15%	3%	32%
First language learned at home was other than English	32%		33%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	13%	16%
Number of Schools	*169*		*169*	*32*	*33*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*6 462*	*6 581*	*6 858*	*4 692*	*2 472*
2005–2006	*6 366*	*6 501*	*7 029*	*4 625*	*2 214*
2006–2007	*6 083*	*6 243*	*7 061*	*4 591*	*2 249*
2007–2008	*6 161*	*6 305*	*6 702*	*4 633*	*2 351*
2008–2009	*5 780*	*5 960*	*6 756*	*4 652*	*2 533*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) RESULTS OVER TIME



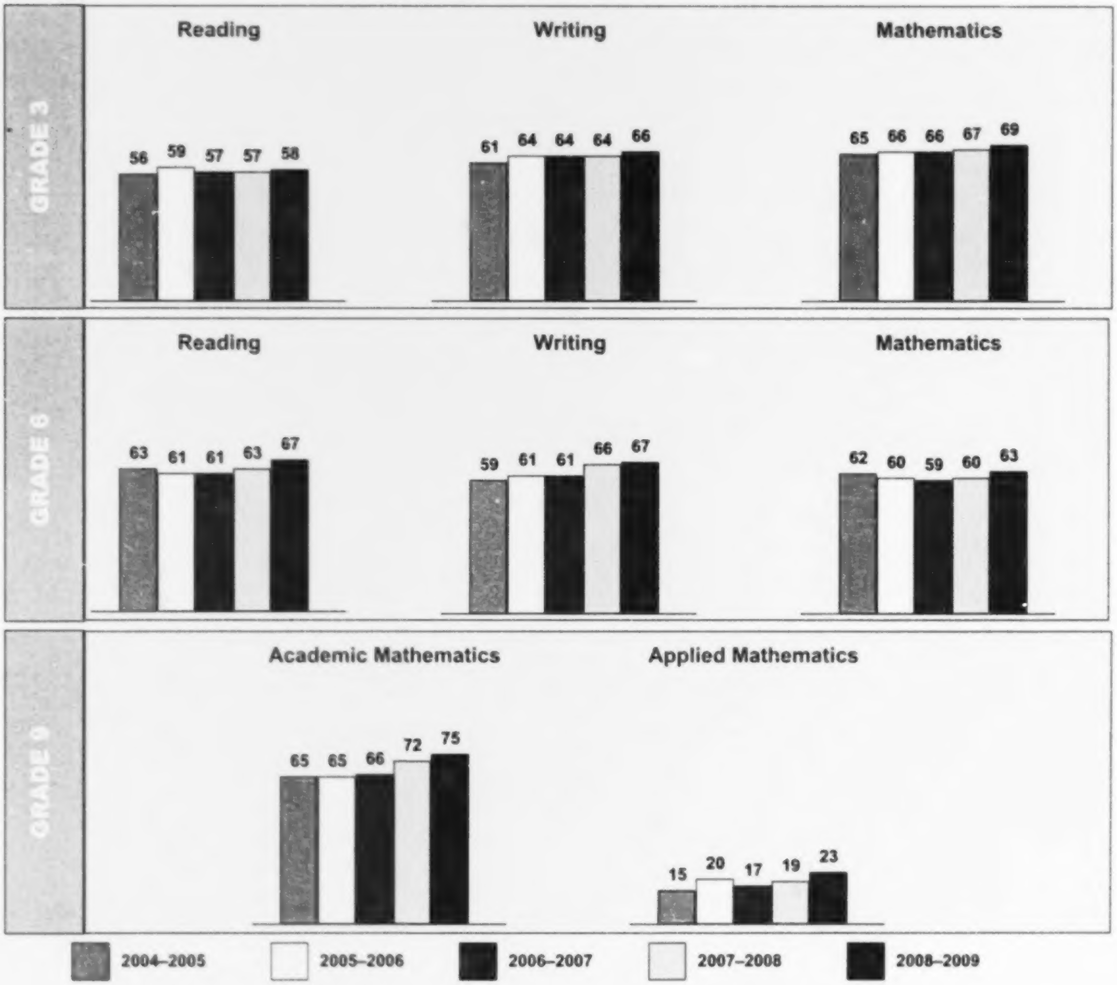
Board Name: Toronto DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	4%		4%	8%	14%
Students with special needs (excluding gifted)	18%		21%	6%	33%
First language learned at home was other than English	47%		49%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	20%	15%
Number of Schools	*400*		*330*	*89*	*99*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*17 843*	*19 094*	*18 492*	*13 624*	*6 334*
2005–2006	*17 219*	*18 401*	*19 238*	*13 690*	*6 551*
2006–2007	*16 526*	*17 813*	*19 086*	*13 528*	*6 228*
2007–2008	*15 866*	*17 210*	*18 355*	*13 329*	*5 894*
2008–2009	*16 062*	*17 388*	*17 552*	*13 279*	*6 356*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME

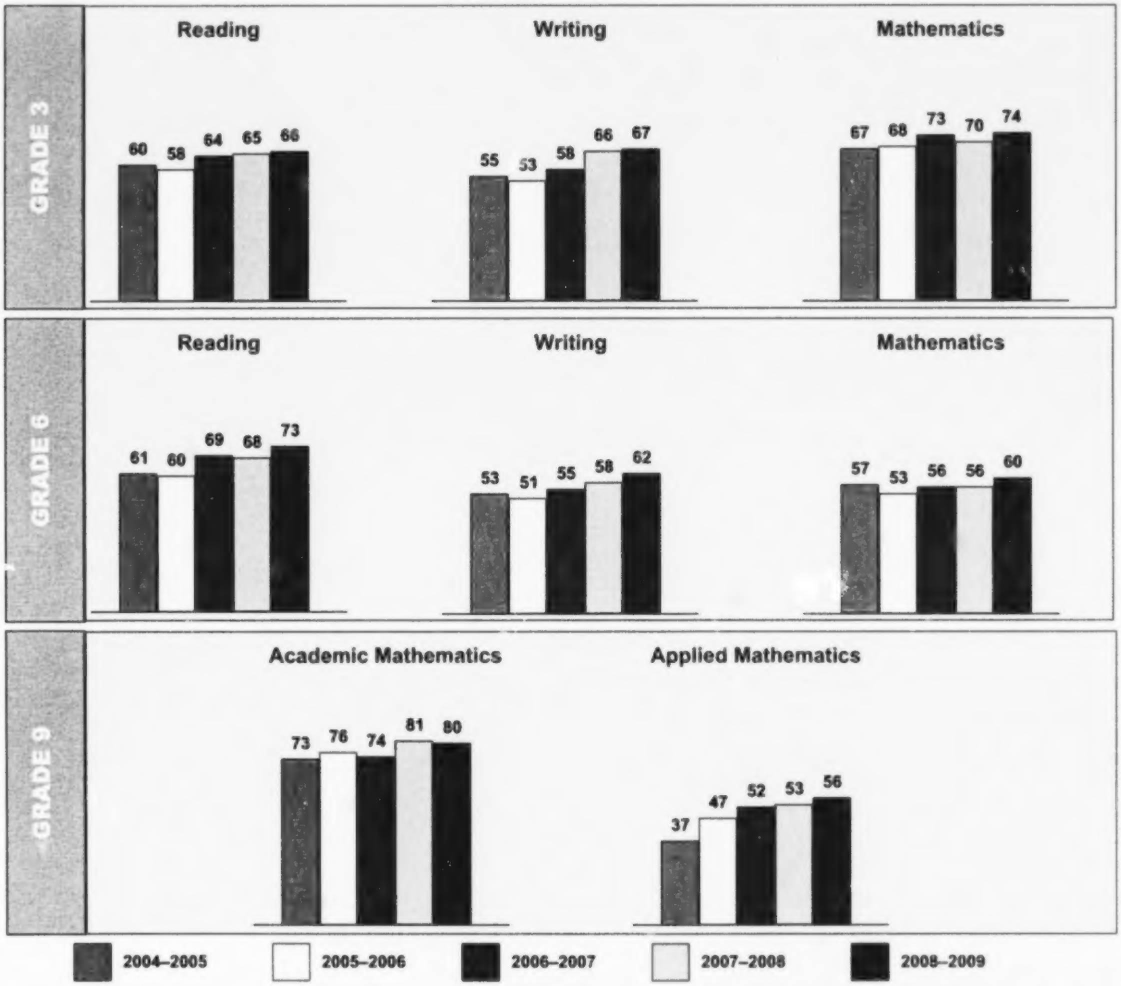


Board Name: Trillium Lakelands DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	<1%		1%	<1%	1%
Students with special needs (excluding gifted)	28%		25%	5%	27%
First language learned at home was other than English	1%		<1%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*36*		*36*	*7*	*7*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 176*	*1 293*	*1 473*	*822*	*668*
2005–2006	*1 187*	*1 316*	*1 480*	*828*	*593*
2006–2007	*1 077*	*1 209*	*1 474*	*831*	*599*
2007–2008	*1 100*	*1 235*	*1 330*	*815*	*601*
2008–2009	*1 013*	*1 152*	*1 367*	*797*	*565*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

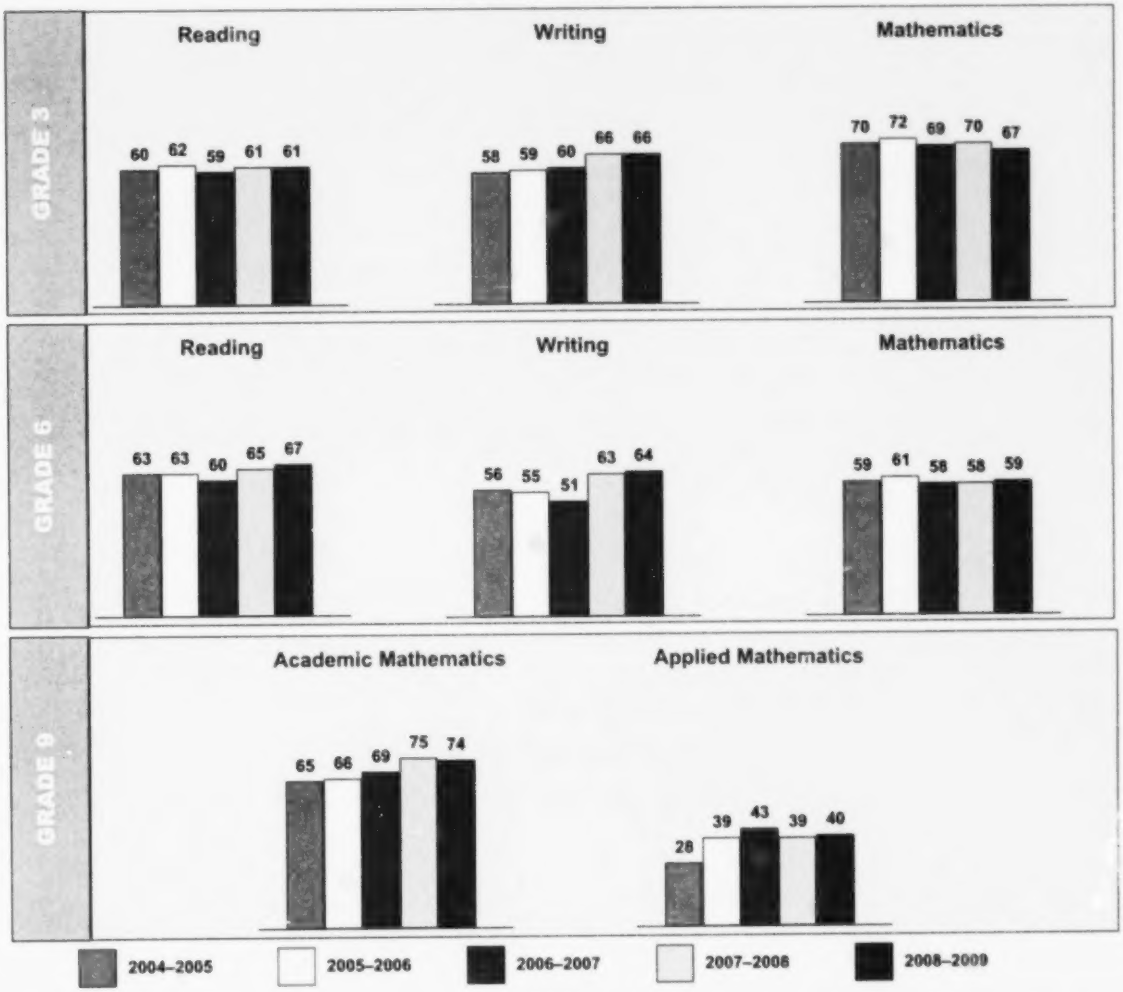


Board Name: Upper Canada DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		2%	2%	<1%
Students with special needs (excluding gifted)	28%		30%	7%	38%
First language learned at home was other than English	3%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	2%	1%
Number of Schools	*70*		*70*	*22*	*22*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 015*	*2 015*	*2 459*	*1 828*	*1 084*
2005–2006	*1 961*	*1 961*	*2 409*	*1 712*	*1 039*
2006–2007	*1 928*	*1 928*	*2 351*	*1 625*	*1 135*
2007–2008	*1 867*	*1 867*	*2 074*	*1 469*	*1 012*
2008–2009	*1 887*	*1 884*	*1 987*	*1 307*	*1 025*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4
RESULTS OVER TIME

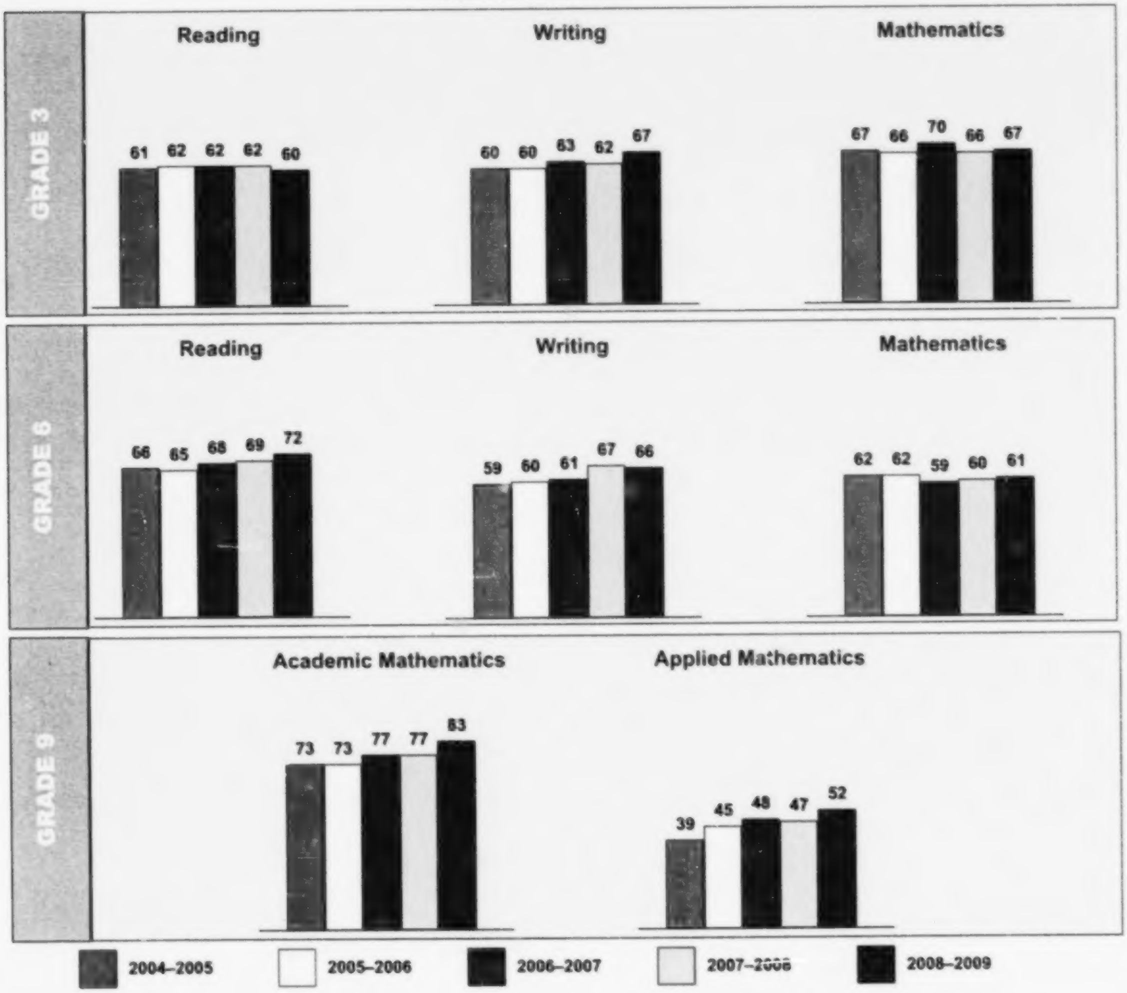


Board Name: Upper Grand DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	4%		1%	1%	2%
Students with special needs (excluding gifted)	16%		18%	3%	23%
First language learned at home was other than English	10%		10%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	4%	4%
Number of Schools	*58*		*58*	*10*	*11*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*2 315*	*2 315*	*2 446*	*1 829*	*966*
2005–2006	*2 281*	*2 281*	*2 507*	*1 858*	*982*
2006–2007	*2 224*	*2 224*	*2 479*	*1 737*	*954*
2007–2008	*2 230*	*2 230*	*2 418*	*1 670*	*868*
2008–2009	*2 155*	*2 155*	*2 357*	*1 665*	*906*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

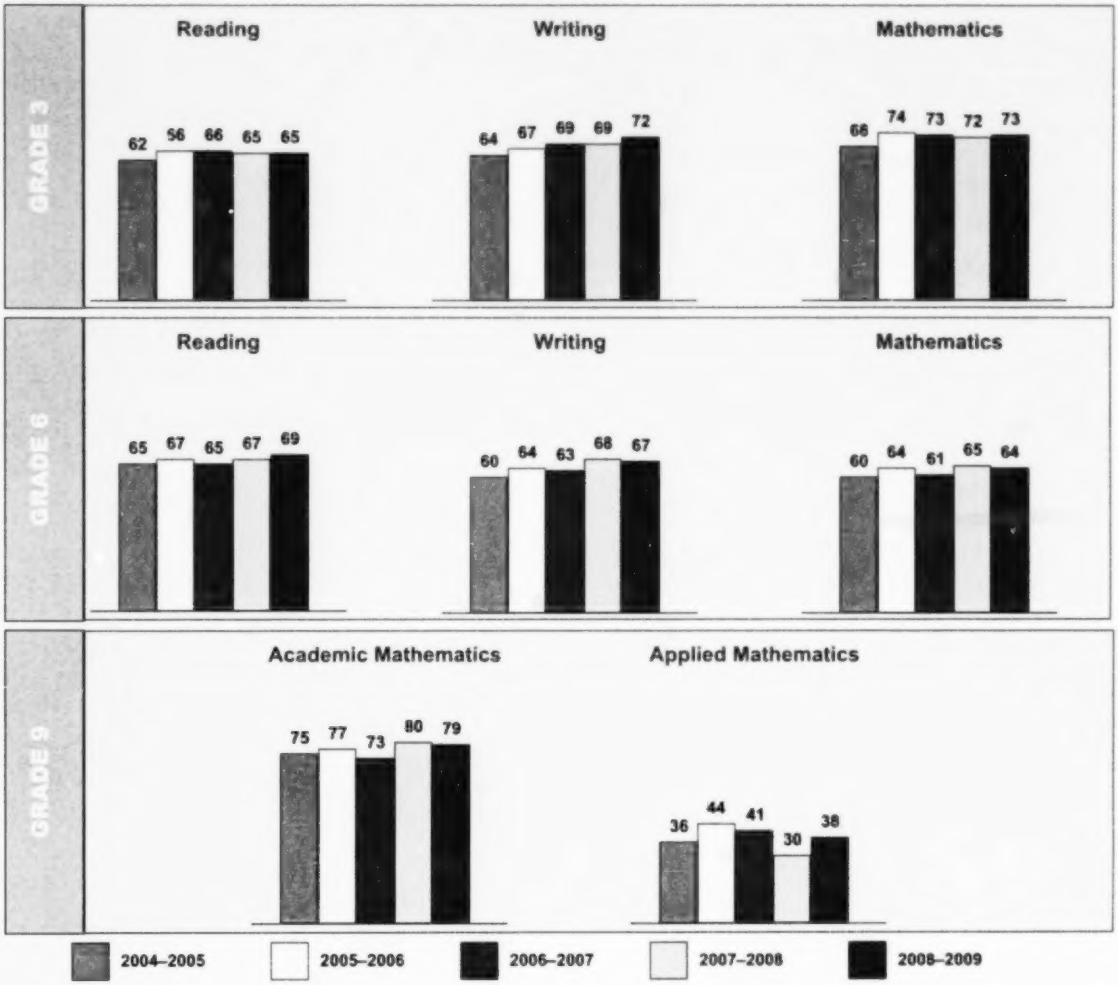


Board Name: Waterloo Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		2%	1%	3%
Students with special needs (excluding gifted)	20%		24%	10%	52%
First language learned at home was other than English	12%		16%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	8%	7%
Number of Schools	*47*		*47*	*5*	*5*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 755*	*1 755*	*1 893*	*1 255*	*644*
2005–2006	*1 597*	*1 597*	*1 822*	*1 253*	*627*
2006–2007	*1 653*	*1 653*	*1 766*	*1 200*	*587*
2007–2008	*1 603*	*1 603*	*1 747*	*1 204*	*602*
2008–2009	*1 502*	*1 502*	*1 629*	*1 164*	*602*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME

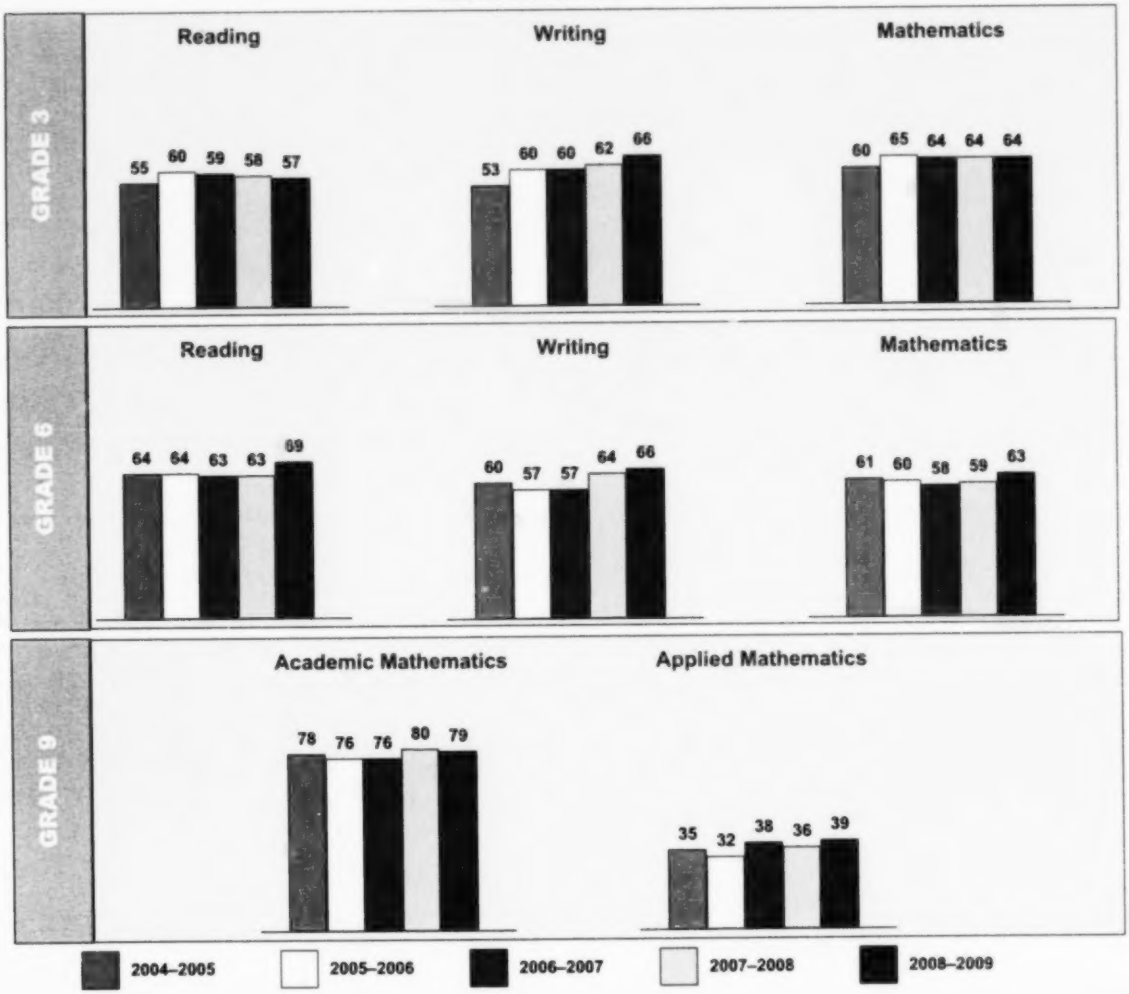


Board Name: Waterloo Region DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	13%		7%	4%	8%
Students with special needs (excluding gifted)	15%		19%	5%	25%
First language learned at home was other than English	22%		19%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	8%	6%
Number of Schools	*86*		*84*	*16*	*16*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*4 067*	*4 067*	*4 018*	*2 946*	*1 640*
2005–2006	*4 050*	*4 050*	*4 260*	*3 056*	*1 680*
2006–2007	*4 046*	*4 046*	*4 264*	*3 057*	*1 497*
2007–2008	*3 996*	*3 996*	*4 178*	*3 057*	*1 422*
2008–2009	*3 951*	*3 951*	*4 129*	*3 131*	*1 480*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
RESULTS OVER TIME



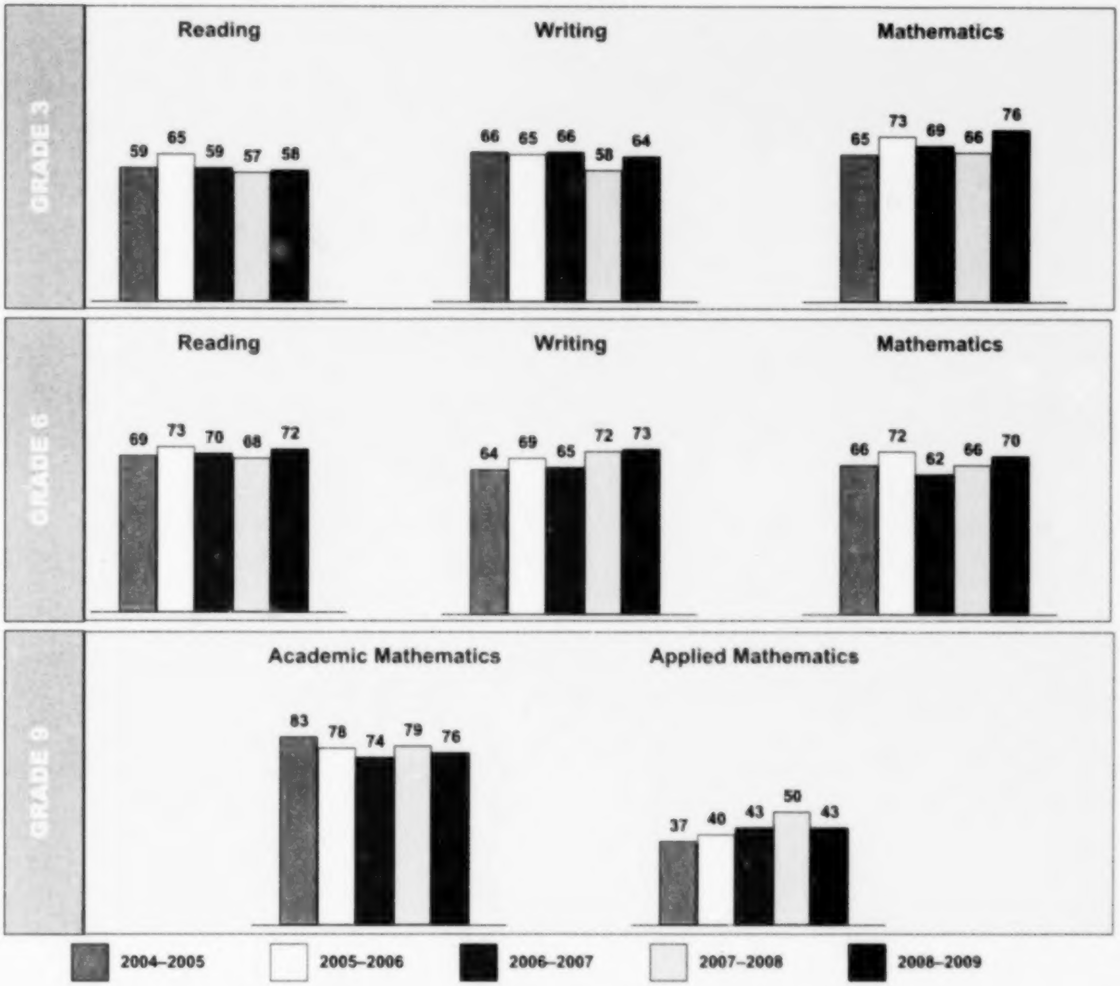
Board Name: Wellington Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	1%		<1%	<1%	1%
Students with special needs (excluding gifted)	12%		18%	4%	36%
First language learned at home was other than English	3%		3%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	4%	3%
Number of Schools	*16*		*16*	*3*	*3*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*659*	*659*	*610*	*464*	*156*
2005–2006	*625*	*625*	*648*	*447*	*147*
2006–2007	*614*	*614*	*697*	*503*	*123*
2007–2008	*651*	*651*	*687*	*449*	*171*
2008–2009	*594*	*594*	*634*	*466*	*151*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



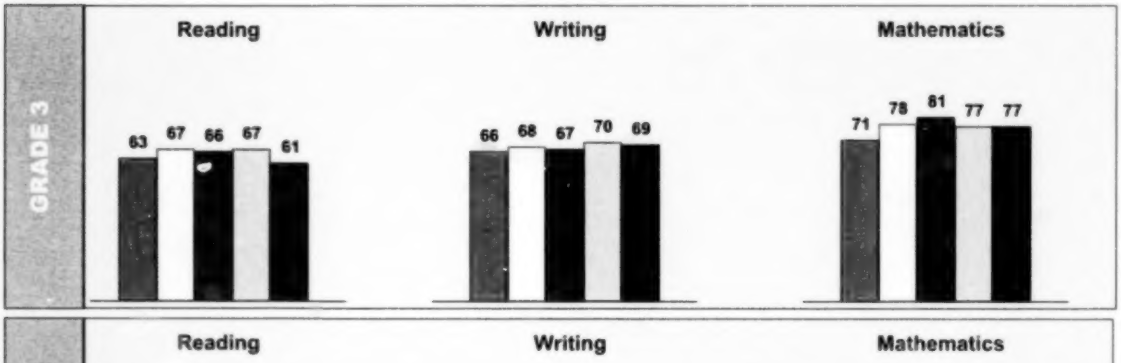
Board Name: Windsor-Essex Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	2%		2%	1%	2%
Students with special needs (excluding gifted)	10%		13%	2%	26%
First language learned at home was other than English	10%		9%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	6%	6%
Number of Schools	*41*		*41*	*8*	*8*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*1 889*	*1 889*	*1 897*	*1 397*	*802*
2005–2006	*1 703*	*1 703*	*1 974*	*1 343*	*742*
2006–2007	*1 731*	*1 731*	*1 936*	*1 303*	*695*
2007–2008	*1 741*	*1 741*	*1 869*	*1 350*	*698*
2008–2009	*1 630*	*1 630*	*1 687*	*1 290*	*719*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



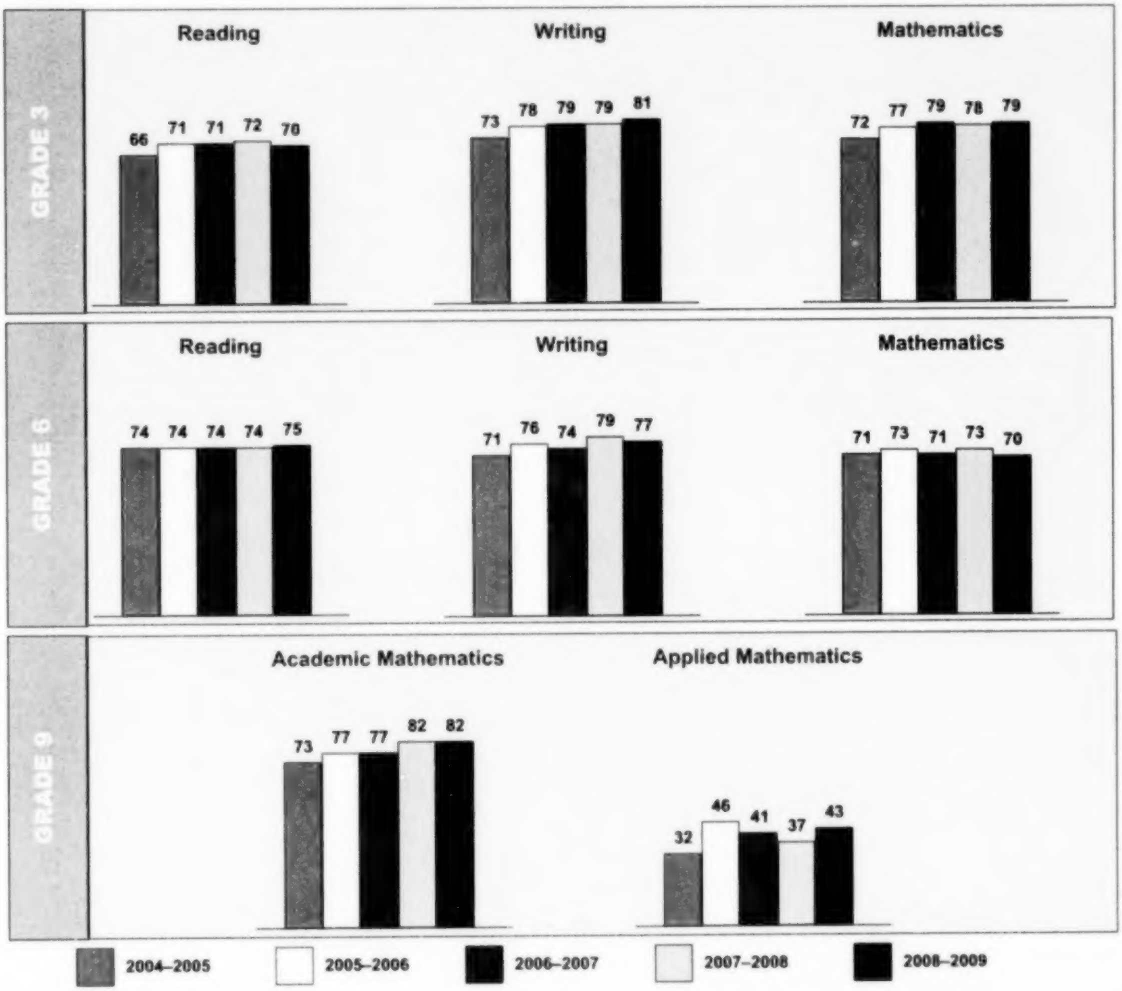
Board Name: York Catholic DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	6%		3%	2%	4%
Students with special needs (excluding gifted)	8%		13%	4%	36%
First language learned at home was other than English	16%		15%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	9%	8%
Number of Schools	*83*		*83*	*13*	*13*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*3 817*	*3 817*	*3 963*	*2 996*	*871*
2005–2006	*3 918*	*3 918*	*4 124*	*2 998*	*959*
2006–2007	*3 700*	*3 700*	*4 164*	*3 338*	*900*
2007–2008	*3 705*	*3 705*	*4 040*	*3 327*	*883*
2008–2009	*3 721*	*3 721*	*4 169*	*3 469*	*939*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



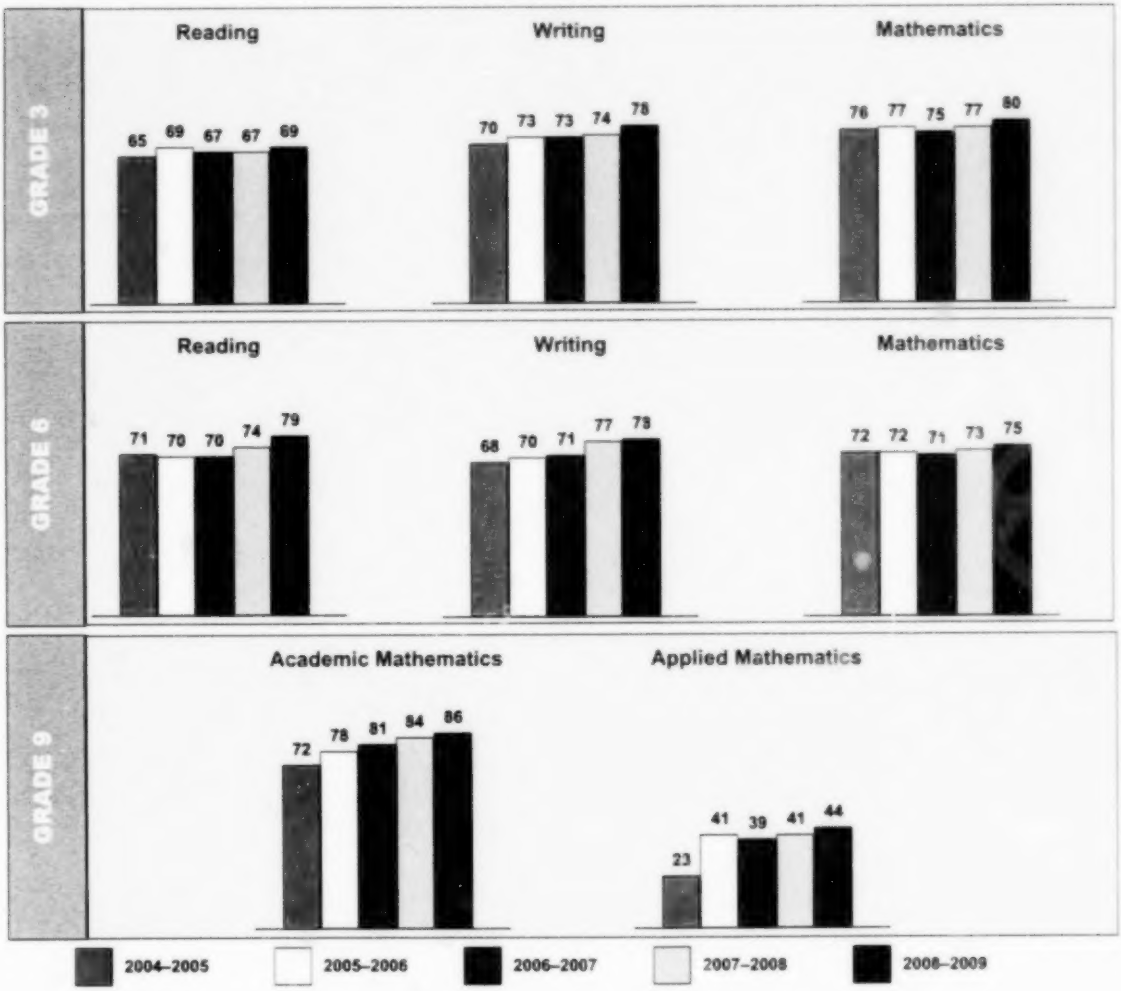
Board Name: York Region DSB

DEMOGRAPHIC INFORMATION	Grade 3		Grade 6	Grade 9	
				Academic	Applied
English language learners	22%		17%	9%	11%
Students with special needs (excluding gifted)	9%		14%	5%	44%
First language learned at home was other than English	39%		39%	N/A	N/A
Speak only or mostly a language other than English at home	N/A		N/A	15%	11%
Number of Schools	*155*		*154*	*31*	*32*
Number of Students	Reading & Writing*	Mathematics			
2004–2005	*6 311*	*7 009*	*7 653*	*6 820*	*1 839*
2005–2006	*6 179*	*6 946*	*8 110*	*6 589*	*1 656*
2006–2007	*6 199*	*7 008*	*8 173*	*6 556*	*1 764*
2007–2008	*6 316*	*7 249*	*8 145*	*6 786*	*1 821*
2008–2009	*6 530*	*7 521*	*7 939*	*7 200*	*1 805*

* Some French Immersion students do not write the reading and writing components of the assessment in Grade 3. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)

RESULTS OVER TIME



Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values all students having the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Education Quality and Accountability Office
EQAO

2 Carlton Street, Suite 1200, Toronto ON M5B 2M9

Telephone: 1-888-327-7377   Web site: www.eqao.com

© 2009 Queen's Printer for Ontario